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ABSTRACT

The Health Care Skill Builders Program designed and implemented innovative basic skills courses for health care workers at three hospitals in Alameda County, California. The 10 courses focused on skills identified as necessary for improved job performance and career mobility in the health care field. A team approach integrated social support with instruction through ongoing collaboration among the learning advocates (a union member who assisted in recruiting and other forms of support, a counselor, and an instructor). The program provided workplace literacy skills for workers with limited English, improved workers' basic skills, and assisted workers in furthering their education and training goals. Three types of materials were produced: (1) a curriculum guide for health care workers with outlines for courses in reading and writing upgrade, English as a Second Language for nurse assistants, and test-taking skills; (2) an educational opportunity guide with a comprehensive listing of health care related training and basic skills programs; and (3) two books of student writings. (Appendixes include the final evaluation report; curriculum guide with a skills clusters list, sample course outline, and sample lesson(s) for each course; educational opportunities guide that lists educational programs in these categories: occupational training, community college, adult school, and library and community tutoring; and two books of student writings--one with essays answering the question, "What was useful about the classes attended?" and the other reflecting students' concerns at work, in class, and in their lives.) (YLB)

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Health Care Skill Builders

National Workplace Literacy Program
U.S. Department of Education
Award #V198A10007

FINAL PERFORMANCE REPORT

March 1, 1991-August 31, 1992

SEIU Workplace Education Program

Northern California Joint Council of Service Employees #2
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Oakland, California 94610

In Partnership with:

Merritt College
Peralta Community College District
Oakland, California

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Health Care Skill Builders

FINAL REPORT

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Program Overview

The goal of the Health Care Skill Builders Program was to design and implement innovative basic skills courses for health care workers at three hospitals in Alameda County, California. The ten courses offered focused on skills identified as necessary for improved job performance and career mobility in the health care field.

Health Care Skill Builders was a project of the Northern California Joint Council of Service Employees #2 in partnership with Merritt College (Peralta Community College District). Over the last year, the program offered on-the-job classes at Highland General Hospital and Kaiser-Permanente in Oakland, CA, and at Fairmont Hospital in San Leandro, CA. Highland and Fairmont are part of the Alameda County Health Services. Kaiser-Permanente is a private HMO facility.

The teaching model used in the Health Care Skill Builders Program, developed by the Center for Working Life in Oakland, CA, integrates social support with instruction. The "Teaching Team" consisted of: an Instructor; an Educational Counselor who was in class and helped each worker develop an Individual Education Plan (IEP); and a Learning Advocate, a co-worker who recruited her peers, attended classes and used her knowledge of the workplace to help keep the instructional material relevant to the students. A significant portion of this report will reflect the important lessons learned in putting this model into practice.

Instructors and assistance with curriculum development were provided by the Education Partner, Merritt College. Development of the teaching model and staff training were provided by the Center for Working Life. Classroom facilities, release time (Kaiser), assistance with publicity and curriculum development, and other logistical support were made available by the participating hospitals.

Program participants represented many different job classifications of workers throughout the hospitals, nearby convalescent facilities, and various workplaces in the Alameda County system. They were members of two locals of the Service Employees International Union (SEIU): Hospital and Health Care Workers Local 250, United Service Employees Local 616.

The SEIU Workplace Education Program was created by the Joint Council to administer the Health Care Skill Builders Program. Since most documents and publicity were under the name of the SEIU Workplace Education Program, the two names for this program are used interchangeably throughout this report.

Program Model

What distinguishes the Health Care Skill Builders Project from other workplace education programs is the team approach that integrates social support with instruction. This is accomplished through ongoing collaboration between the Learning Advocate, Counselor, and Instructor. Developed by the Center for Working Life in Oakland, CA, this model is designed to: draw on the knowledge and existing network of support of the Union, overcome barriers to participation and learning, and create a cooperative, "worker-centered" learning environment.

Learning Advocate

Unique and key to making this program "worker-centered" is the Learning Advocate, a trusted peer from the workplace, who is trained in outreach, counseling, and facilitation skills. Drawn from the ranks of Union activists, often Shop Stewards in their workplace, the Learning Advocate functions as the expert in work-related needs and issues.

While operating, at times, as a tutor in the classroom, the Learning Advocate is not an assistant teacher. The Learning Advocate provides the Instructor with work-related information and helps to shape the curriculum in class and in numerous team meetings. Based on his/her location in the workforce, the Learning Advocate can inform the other team members about particular events at work (e.g. layoffs, successful resolution of a conflict, problems of a particular worker or department, rumors, etc.) which may impact attendance, attitudes, and the needs of the class.

As a co-worker, the Learning Advocate plays a central role in recruiting peers, following up with those missing class (on-the-job, by phone), addressing work/Union issues that arise in class, modeling participation in class, and other forms of support as needed.

Counselor

As a trained professional, the Counselor provides a range of support services, participates in classroom activities, and works closely with the Learning Advocate to identify and overcome barriers to workers' participation and learning.

Before, during, and after class, the Counselor conducts the Individual Education Plan interviews, provides information and referral to students (vocational, community resources), consults with the Learning Advocate about specific individual and workplace issues, and facilitates access to childcare and transportation resources.

As part of the teaching team in the classroom, the Counselor can initiate and facilitate discussions on issues that affect learning or participation (e.g. self-esteem issues, conflicts at work, family responsibilities, fear of taking tests). The Counselor shares appropriate information derived from the IEP interviews and other contact with students with team members in the process of developing and evaluating the curriculum.

In addition, the Counselor is available at the worksite or by appointment at other times to provide individual counseling when needed. Because the Counselor is in the classroom on a regular basis, has initial contact with all students in the IEP process, and is seen working closely with the Learning Advocate, the stigma of talking with a more traditional counselor is reduced.

Instructor

The Instructor has responsibility for overall curriculum design and instruction. While ideally familiar with work-based curriculum design and sensitive to the issues faced by workers, it can not be expected that any instructor will possess detailed knowledge of the particular worksite where the class takes place.

Through collaboration with the Learning Advocate, Counselor, and the Project Director (who conducts "Skills Assessment Interviews" with Union officials, Shop Stewards, Managers, and Supervisors), the Instructor can integrate needs of the workers and the workplace with specific skills to be taught. Customized units and materials can be generated that reflect this input. These units and materials can be adjusted through feedback from team members and participants.

In this model, the Instructor is required to step out of the more traditional "teacher" role. To develop curriculum and conduct the class with the Learning Advocate and Counselor, the Instructor must be open to outside input and share coordination of the classroom process. Given the prior experience and training of most teachers, relinquishing full control of phases of instruction can be challenging.

There are many benefits for the Instructor in the team approach. With input from a variety of sources, the Instructor is not required to gather the needed information and materials from the workplace because the Learning Advocate and Counselor have this responsibility. Further, the Learning Advocate and Counselor provide the support and advocacy that most adult educators attempt to furnish on their own in addition to teaching.

Team Functioning

All team members participate in staff development training by the Center for Working Life prior to each class cycle. Orientation to the model begins a process of putting theory into practice. Working together as a team requires flexibility and a willingness to move beyond traditional roles. Through discussion, role plays, and evaluation of problems encountered, the members deepen their understanding of the team approach.

The bi-weekly Curriculum Committee meetings (attended by all Learning Advocates, Counselors, Instructors, Program staff, and, periodically, Union representatives) give the instructional program direction and are essential to the implementation of this model.

The Curriculum Committee meetings provide an opportunity to:

- Share experiences from different classes
- Receive additional training
- Raise program needs (logistics, timelines, evaluation data to be collected, etc.)
- Get input from Union staff (specific issues/areas)
- Allow teams to meet outside of class to:
    - Evaluate curriculum and class from previous 2 weeks (what worked, what didn't)
    - Plan/make decisions re: next 2 weeks of class
    - Review individual, class, and workplace needs
    - Practice planning together as a team.

Putting this model into practice can present many challenges. Collaborative curriculum design and instruction, sharing information to provide effective social support, giving workers a role in determining the direction of the class, and cooperative decision-making all require practice and a willingness to explore new ways of teaching and learning.

Indicators of Success

Student Outcomes

1. Overall retention rate of 72%

2. Many participants and their supervisors reported improved reading, writing, and communication skills on the job.

3. A large number of students report plans to pursue further education and training.

4. A significant number of participants passed or plan to take Civil Service Examinations or exams for entrance into training programs.

5. Majority of students cited increased self esteem as outcome of participation.

6. Many workers report positive impact of program participation on family life: helping children with homework, inspiring other family members to pursue educational opportunities, more confidence with English language skills, etc.

7. Union staff reports increased participation and initiative by program participants: use of writing skills in communication with supervisors and Union; students organized departmental trainings, two students became shop stewards.

Programmatic Outcomes

8. Innovative team approach demonstrated to have positive impact on enrollment, retention, and curriculum development.

9. A broad range of job classifications were represented in the classes

10. Numerous requests for more classes by many participants and hospital employees who were unable to attend classes offered.

11. All partners perceived the program as useful and a success.

12. There is an interest on part of employers to continue program, including forming joint labor-management committee to explore future options for collaborative program.

Materials Produced

13. A "Curriculum Guide" for Health Care Workers produced. Outline for courses in: Reading and Writing Upgrade, English as a Second Language for Nurse Assistants, and Test-Taking Skills.

14. "Educational Opportunity Guide" produced-comprehensive listing of health care related training and basic skills programs in area. To be used extensively by members of several SEIU locals in Bay Area.

15. Two books of student writings produced.

Health Care Skill Builders

SUMMARY OF CLASSES PROVIDED

CYCLE / CLASS	LOCATION	DATE
PILOT CLASS: * Upgrading Skills for Health Care Workers	Oakland Medical Center Kaiser-Permanente Oakland, CA	June 25-August 15, 1991 (8 weeks)
1st CYCLE: * Upgrading English Skills for Health Care Workers * Upgrading English Skills for Health Care Workers * Math for Health Care Workers	Highland General Hospital Alameda County Health Services Oakland, CA Fairmont Hospital Alameda County Health Services San Leandro, CA Oakland Medical Center Kaiser-Permanente	October 1-December 19, 1991 (12 weeks)
2nd CYCLE: * Reading and Writing Skills Upgrade * ESL for Health Care Workers [2 levels] * Reading and Writing Skills Upgrade	Highland General Hospital Fairmont Hospital Fairmont Hospital	January 28-April 16, 1992 (12 weeks)
3rd CYCLE: * ESL for Health Care Workers [2 levels] * Test-Taking Skills * Test-Taking Skills	Fairmont Hospital Highland General Hospital Fairmont Hospital	May 5-July 27, 1992 (12 weeks)

Program Accomplishments and Recommendations

The Joint Council's application for funding included the following objectives:

1. Design and demonstrate a job-related basic skills curriculum for health care workers

2. Provide workplace literacy skills for workers with limited English

3. Assist workers to further their education and training goals, including referral to GED and other programs

4. Assist workers to upgrade their basic skills so they can advance in their careers

5. Provide educational counseling and other supportive services to encourage enrollment and retention

6. Evaluate the project and develop recommendations for implementation by other SEIU unions and hospital employers

7. Demonstrate a workplace-education partnership for job-related basic skills training in the health care industry

Described below are the actual accomplishments of the Health Care Skill Builders Project as they relate to these original objectives. Where relevant, there will be a discussion of obstacles encountered in particular areas during the grant period. In addition, each section will be followed by a series of recommendations.

Objective #1. Design and demonstrate a job-related basic skills curriculum for health care workers.

There were several components to accomplishing this objective:

A. Develop job-related curricula

B. Recruit and train Instructors

C. Recruit and train Learning Advocates

D. Publicize classes and recruit students

E. Implement 10 workplace literacy classes

A. *DEVELOPING JOB-RELATED CURRICULUM*

ACCOMPLISHMENTS:

Courses Offered

Health Care Skill Builders developed materials and offered instruction in the following areas: Reading and Writing Upgrade, Math, English as a Second Language, and Test-Taking Skills. The "Summary of Classes Provided" (p. 7), lists the courses designed and a schedule of when and where they were offered. Merritt College staff collaborated with the Project Director to develop Course Outlines for each of the above offerings.

Curriculum Guide

A "Curriculum Guide" for the Reading and Writing, Test-Taking, and ESL courses was produced and will be distributed by the Education Department of the International Office of the Service Employees Union to other SEIU local unions and all interested parties. The Guide includes:

- Description of educational model of program
- Instructions for using Guide
- Skill Clusters for each course
- Syllabi for 12 week course
- Samples lessons that address skill clusters and roles of each member of the teaching team

The Table of Contents, Skill Clusters, and three sample units from the Guide can be found in Appendix II.

Skills Assessment Interviews

During the 90 day start-up period, the Project Director conducted "Skills Assessment Interviews" with workers, Union representatives, and managers at the Oakland Medical Center of Kaiser Permanente (site of Pilot Class) to determine the specific language and literacy needs of the targeted job classifications. A similar process occurred at the two Alameda County Health Services facilities (Highland General and Fairmont Hospitals) prior to starting classes there in the fall of 1991.

These initial interviews focused on the following areas:

1. Level/types of reading required for specific jobs
2. Writing skills needed/types of writing done
3. Specialized medical/technical vocabulary
4. Math skills used on the job
5. Role of oral communication in specific jobs
6. Skills needed for promotion
7. Skills needed to pass written tests
8. Changing requirements due to technology upgrade
9. Skills needed for participation in Union-related activities

At the same time, the Project Director gathered work-related materials such as: forms used on the job, manuals, health and safety information (from Union and employers), and personnel-related documents (e.g. Performance Evaluation Report). Relevant information and materials were shared with the Instructors and Learning advocates in the process of developing curriculum.

Collaborative Process of Curriculum Development

Involving the workers, learning advocates, instructors, Union staff, employers, and Merritt College in shaping the curriculum was a challenging task, especially given the broad range of job areas addressed by this program.

A large number of the workers attending the Reading and Writing Upgrade and ESL courses at Fairmont were interested in passing the exam to become a Certified Nurse Assistant (CNA). The development of materials for those desiring to upgrade to CNA at Fairmont Hospital illustrates the benefits of such an encompassing approach to curriculum development.

Both Learning Advocates at this facility worked as CNA's and were, therefore, "experts" in the daily requirements of the job. The Nursing Education staff at Fairmont, responsible for inservice training of CNA's, was very helpful in providing materials such as training texts, sample tests, and lists of key vocabulary. Faculty from the Allied Health Program at Merritt College provided information concerning entrance to their CNA training classes.

With such extensive input from a variety of sources, the Instructors were able to construct curriculum that enabled a number of participants to pass the CNA test and, in the case of ESL students, acquire the language skills necessary to do the job.

Survey Conducted

Given the broad range of job classifications represented in the classes, it was decided to conduct a facility-wide survey of workers' needs at the three participating hospitals. The survey was constructed along the lines of various basic skills areas. A sample survey can be found on page 15.

With the cooperation of the hospital administrators, surveys were distributed to all employees with paychecks. The inter-office mail system at each facility was used to make return simple. Although the percentage of return was quite low, the results of the survey were useful in identifying an interest in higher-level writing skills on the part of Clerks and Medical Assistants.

Modes of Curriculum Development

Curriculum was developed and evaluated in the following settings:

Pilot Class.

An ad hoc group composed of Program staff, Instructor, Learning Advocate, and staff from Center for Working Life developed curriculum for Pilot Class.

Curriculum Committee:

After the Pilot Class, each team had an opportunity at these bi-weekly meetings to review classes from previous two weeks, plan for next four classes. Discuss process a bit. Field Representatives from Locals 250 and 616 participated in these meeting periodically to provide information and help plan units (e.g. Health and Safety, Workplace Rights, Dealing with Harassment/Discrimination).

Monthly Project Meeting:

In attendance were the Project Director, Instructors, Counselors, Learning Advocates, Union representatives, Dean from Merritt College, CWL staff. These meetings provided an interface between those executing program and community college (course outlines, focus of courses, etc.)

Instructors Meetings:

Periodically, often during the week when the Curriculum Committee did not meet, the Project Director met with the Instructors to review materials and share information from the Skills Assessment Interviews.

Weekly meeting of Project Director with Local 250 Official:

The Project Director met each week with the Secretary-Treasurer of Local 250. A portion of these weekly meeting focused on curriculum. She facilitated participation of other Union staff in Curriculum Committee and the acquisition of specific information or materials.

Advisory Board:

The Advisory Board Meetings were an opportunity for additional input from the Employers as well as review of the overall focus of classes by representatives from all participating organizations.

OBSTACLES:

Skills Assessment Required More Time

The Skills Assessment process was not completed in initial 90 day period. Negotiations with employers concerning the mechanics of program took longer than anticipated. It was not until recruitment was done and classes got under way that the range of job classifications of participants became known. In practice, the development of new classes and shifts in the job classifications of students necessitated an ongoing process of skills assessment.

Release Time Needed for Learning Advocates

The bi-weekly Curriculum Committee meetings did not provide enough time for Learning Advocates to meet with other team members to develop and review the curriculum. Often, the Learning Advocates were unable to meet with the Instructor and Counselor before or after class.

Broad Range of Job Classifications

While the diversity of job classifications represented in the classes was a strength of the Health Care Skill Builders Program, it also presented challenges in terms of curriculum development. Crafting units and selecting materials for students who worked as Housekeepers, Clerks, or LVN's required extensive investigation and a flexibility in designing classroom activities that allowed for a wide range of skill levels. See page ___ for a detailed breakdown of the job classifications of participants.

Low Rate of Return of Survey

Approximately 5% of surveys distributed were returned at each facility. This experience shows that using the paycheck system for reaching workers is not effective. Also, the survey was conducted prior to the active involvement of Shop Stewards in the publicity and recruitment phases of the program. Perhaps follow-up on the part of the Shop Stewards in their particular units might have increased the rate of return of the surveys.

RECOMMENDATIONS:

1. Allocate adequate funds for initial curriculum development and secure release time for Learning Advocates so that the Instructors and Learning Advocates can spend the necessary time reviewing workplace materials to be integrated with instructional units.

2. Whenever possible, a Shop Steward or Learning Advocate should accompany the Project Director in conducting the Skills Assessment Interviews with managers and supervisors. There are several benefits to conducting the interviews in this manner:

   * As an "expert" on the operation and issues of a particular unit, the Steward or Learning Advocate can focus the questions asked on real day-to-day problems.

   * The interviews can assist in developing a collaborative labor-management relationship concerning the education program at the shop floor level.

   * Having a Steward participate in the interview eliminates potential issues of workers' mistrust of an outsider (Project Director) talking with management. This is especially important in the early stages of the program when the workers are less familiar with the staff of the workplace education program.

3. Conduct focus groups during start-up period (or earlier if possible). Small group discussions on whatskills are needed with workers in similar job classifications or in the same department can help guide the process of determining the content of upcoming classes. The Learning Advocates could trained to facilitate these groups in conjunction with other program staff.

4. Use the information derived from the focus group discussions to develop a survey to be distributed to all the workers at each facility. The survey process can also serve as initial publicity for the program. Participants in the focus groups as well as Shop Stewards can be enlisted to encourage responses to the survey.

S.E.I.U. Workplace Education Program

Survey

LOCAL 250
HOSPITAL & HEALTH CARE WORKERS' UNION

***PLEASE return this via Interoffice Mail, QIC 40547
by Friday, November 15, 1991.***

S.E.I.U. is providing an education program here at Fairmont. We need your help to plan future classes -- now is your chance to give us your input and make sure that the program serves you!

The **second cycle of classes** runs from **late January to late April**, and the third cycle is from **May to July**.

I. Are these the skills that you want? Check the ones that you would like to see offered in January and May, and please add any suggestions.

English Skills:

☐ understanding what you read
☐ better spelling and sentence structure
☐ how to take tests
☐ how to perform in oral exams and interviews
☐ understanding medical vocabulary

Advanced Writing Skills:

☐ writing reports and memos
☐ making your own writing clearer

Math Skills:

☐ working with fractions, percents, word problems
☐ understanding and using graphs and charts
☐ mixing solutions
☐ reading instruments

English as a Second Language:

☐ hospital vocabulary
☐ reading and writing on the job
☐ oral communication skills

Other Skills: ☐ ______________________ ☐ ______________________

II. Classes meet **two days a week**, for a **total of 4 hours per week**.

Circle the two best days for you to take a class:
Monday Tuesday Wednesday Thursday Friday Saturday

The best two-hour time slot for you to take a class: ______________

The second best two-hour time slot: ______________________

III. Your department and shift: ______________________________

***We do not need your name.
Your responses will only be read by the union education staff.***

***THANK YOU** for your help.*

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B. RECRUIT AND TRAIN INSTRUCTORS

ACCOMPLISHMENTS:

Recruitment

In collaboration with Merritt College, five part-time instructors were recruited to teach the ten classes offered. The existing pool of credentialed instructors in the Peralta Community College District was drawn upon wherever possible. Assistance in locating appropriate instructors was also given by the Peralta Federation of Teachers (AFT Local 1603) which represents full-time and part-time faculty at the College.

An effort was made to find instructors with experience in adult education in non-traditional settings, sensitivity to/ understanding of the issues faced by the multi-ethnic, unionized workforce in the hospitals and a willingness to work with the Union in developing curriculum. The difficulties encountered in accomplishing this goal will be discussed in "Obstacles" section below.

Training

Prior to each class cycle, instructors participated in training sessions conducted by the Center for Working Life. Each cycle, instructors received a day of separate training and an additional day with the other team members (learning advocates and counselors). Areas addressed in these training sessions included:

- Orientation to program model (initially)
- Internal and external barriers to learning for adult workers
- Union-based, worker-centered education
- Workplace culture, psychology of workers
- Integrating work-based materials into curriculum
- Team Building
- Role of Instructor: instruction, curriculum, team

When schedules permitted, Instructors (and the Counselors) were given a tour of the hospital by the Learning Advocate prior to the class startup.

During each class cycle, the Instructors met regularly with the Learning Advocate and Counselor at the bi-weekly Curriculum Committee meetings to identify participant needs and to develop/adjust the curriculum to respond to those needs. Within each team, the Learning Advocate played an on-going role of sharing information about the workplace with the Instructor. In addition, each Curriculum Committee meeting consisted, in part, of a discussion amongst all the teams concerning a relevant topic or process question (e.g. health & safety, Civil Service Exams, the role of Learning Advocate in class).

When needed, field staff from one of the participating locals attended the meetings to assist in the development of a particular area of curriculum. The input from Union staff was key in developing several units including those addressing health and safety, rights on the job, and preparation for the LVN exam. Generally, the same field representative attended the class as well. Since the field representative for Local 250 at Fairmont Hospital, an LVN herself, conducts health and safety trainings for the Union, she was able to model for the instructor a Union-based style of instruction.

OBSTACLES:

Community College Credential Requirements

The credential requirements of the community college (Masters Degree in subject area) placed a significant limitation on who could serve as Instructors in the program. Several candidates with extensive union and workplace teaching experience were ruled out due to these unalterable criteria.

More Time Required for Training Instructors

Time was a major factor that hindered both the training of instructors and the development of curriculum:

- There was not enough time at the beginning of the program for sufficient teacher training and orientation to workplace needs and issues. (instructors hired near to class startup date)

- Since all the instructors were part-time, it was often difficult to schedule adequate time with Learning Advocates (before, after, or outside of class) who, themselves had limited time, especially since most were also Shop Stewards.

RECOMMENDATIONS:

1. Negotiate with Community College ability of program to hire instructors who do not necessarily have Masters degree in subject area. Emphasis should be placed on union and workplace education experience as key criteria.

2. Additional training in team-building, union history and functioning, and work-related issues. More time must be allotted for "pre-service" training of instructors.

3. To become acquainted with the functioning and issues of the Union, instructors could attend regularly scheduled Shop Steward Trainings of the participating Union Locals.

4. More paid time for instructors prior to class startup to develop curriculum.

5. Additional program staff (i.e. Curriculum Coordinator position) to provide training, on-going support, and assistance in developing materials for instructors.

C. RECRUIT AND TRAIN LEARNING ADVOCATES

ACCOMPLISHMENTS:

Recruitment

Over the course of the program, seven Learning Advocates were recruited. Five of the seven were Shop Stewards in either SEIU Locals 250 or 616. The remaining two were active union members who were respected and consulted by co-workers. The Learning Advocates worked in the job classifications:

Housekeeping (3)
Certified Nurse Assistant (3)
Medical Clerk (1)

One Learning Advocate was selected and trained for the Pilot Class at Kaiser-Oakland. Two additional Learning Advocates were recruited at Highland and Fairmont for the first full cycle of classes. For the second and third cycle of classes, a second Learning Advocate was added to the Highland team to recruit and represent the interests of Clerks from Local 616 who were joining the class in increasing numbers. Scheduling difficulties necessitated recruiting new Learning Advocates for each successive English class at Fairmont.

Although there were initial difficulties in involving Union staff in the designation and selection of Learning Advocates, an increased understanding, from experience, of what qualities were needed for the job led to a more active and effective participation of the Union in the process of recruitment. Similar programs in the future will benefit from the program experience in this area (see recommendations).

Training

Prior to each class cycle, Learning Advocates participated in two days of training conducted by the Center for Working Life. The first day was designed to orient and train the Learning

Advocates along with the Counselors. The second day was with the entire teaching team (LA's, Counselors, and Instructors). A "Learning Advocates Training Manual" was created by CWL for these trainings and use throughout the program. The "Table of Contents" of this manual can be found on page 23. Copies of the Manual are available through the Center for Working Life, 600 Grand Avenue, Suite 305, Oakland, CA 94610.

The following is an outline of the initial day of training received by the Learning Advocates:

A. Overview of Program

* History and role of Union in Workplace Education

* Introduction to the integrated social support model used in this program

B. Worker-Centered Learning- What is it?

C. Barriers to Learning

* Reflecting on our own learning experiences

* What we can do to help co-workers overcome internal and external barriers to learning

* Building on strengths and experience

* Identifying discouragement

* Role plays

D. Program Roles and Team Functioning: How Team Works Together

E. Learning Advocate Job

  * Recruitment
  * Curriculum Development
  * Retention - Follow up on students
  * Represent the Union
  * Advocacy
  * Program Development
  * Provide Social Support

F. Communication and Listening Skills

G. Paperwork, Procedures, Meeting Scheduling, etc.

As more experience was gained by the Learning Advocates, they played a more active role in training new Learning Advocates in subsequent class cycles.

In addition to the pre-class trainings, the bi-weekly Curriculum Committee meetings were a time for issues/questions to be raised concerning the work of the Learning Advocates. Several of these meetings were devoted entirely to discussions with all program staff regarding the role of Learning Advocates in class. These discussions led to a better understanding of the classroom role of the Learning Advocates. Several units were planned which drew on their workplace and Union knowledge and gave the Learning Advocate a more active role in presenting information (e.g. Rights on the Job, How to Deal With Discrimination).

A further aspect of the training and support of the Learning Advocate was their on-going relationship with the Counselor from the Center for Working Life. As trained professionals who were also in the classroom, the Counselors were able to consult on a regular basis with the Learning Advocates concerning particular problems or questions that arose in their dealings with workers.

OBSTACLES:

Selection of Learning Advocates

In the initial stages of the program (Pilot Class, 1st Cycle), there was a lack of a developed process within the Union for identifying and selecting the Learning Advocates. This led to a hurried and arbitrary selection shortly before the class was to begin. As an understanding the program was developed on all levels of the Union, officers, field staff, and shop stewards were involved in finding the most appropriate people. See page -- for summary of characteristics to look for in selecting Learning Advocates.

Time for Training

Because the Learning Advocates did not receive release time for performing their jobs (as Learning Advocates), there were some initial difficulties in finding time to conduct the trainings when everyone could take two days off work. This problem was rectified by negotiating an agreement with the employers whereby the program reimbursed the employer for time lost due to training. Again, as the employers began to see the benefits of this program, they were more flexible and cooperative in this area.

Overcoming Traditional Roles in Classroom

Although addressed in the trainings, breaking down traditional teaching roles proved to be an on-going challenge in this program. The was always a pull on the part of all team members to revert to the more standard, "The teacher runs the class" mode of classroom organization. (see recommendations)

Note: Additional discussion of role of Learning Advocate can be found in "Educational Counseling and Other Support Services" (p. 46).

RECOMMENDATIONS:

1. More than one day of training is required for team-building training. This would allow for extensive role plays and discussion on the collaboration between Learning Advocate, Counselor, and Instructor.

2. Release time for Learning Advocates negotiated with employers as part of program design. Given the numerous tasks required of Learning Advocates (recruitment, follow-up, curriculum development, etc), release time would allow them to carry out these tasks more effectively.

3. To engage the Learning Advocates in developing work-based curriculum, more time than the bi-weekly Curriculum Committee meetings is required. Weekly meetings or other arranged times for the Instructors and Learning Advocates to work together on curriculum development, particularly prior to each class cycle, are needed

4. Additional training of Learning Advocates specifically in the role of tutor in the classroom.

5. Prior to starting program, develop a detailed process within the Union for publicizing the job of Learning Advocate and selecting an appropriate person.

Learning Advocate Training

SEIU Joint Council
Health Care Skill Builders Project

September, 1991
Oakland, California

© 1991

Center for Working Life
600 Grand Avenue • Suite 305
Oakland, CA 94610
(415) 893-7343

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Characteristics To Look For In Selecting Learning Advocate

1. Can be, but does not have to be, a union steward or activist. This is not a political appointment, but an opportunity for interested members who demonstrate the needed characteristics.

2. Should be familiar with the contract and grievance proceducre and should have broad knowledge of different jobs in the workplace.

3. Must be someone who is already respected and trusted by the workers in this workplace. This is usually the person that people go to already to get information, to check things out, or simply to talk.

4. Must be someone who is not known for "gossiping" and can maintain confidentiality.

5. Must be someone who can listen well and can respond to the other person's agenda, not simply their own.

6. Should be someone who is confident, but not arrogant, who can inspire others, but not tell people what to do.

7. Formal education is not as important as people skills.

8. Can relate to people's fear of failure in the classroom. Perhaps they themselves had to struggle to return to school after many years, etc.

9. Is excited about the program and willing to participate fully.

D. PUBLICIZE CLASSES AND RECRUIT STUDENTS

ACCOMPLISHMENTS:

188 students were recruited for the ten classes offered. They represented a wide range of job classifications (see page Y) at three hospitals, several convalescent facilities, and other agencies of Alameda County.

Learning Advocates

The Learning Advocates, as trusted peers and known leaders in the workplace, played a key role in getting the word out about the program and signing people up. One-to-one outreach was certainly the most effective means of outreach in this program.

Shop Stewards

Prior to each class cycle, a meeting was held to explain the program to the shop stewards at each facility and outline how they could help in the recruitment process.

Previous Students

After the completion of the first class cycle (December 1991), previous students, familiar with the program and its benefits, became effective recruiters as well. Several flyers were mailed to all prior participants for distribution during each recruitment phase. In addition, experienced students helped to staff the sign-up tables in the hospital cafeterias. It was not unusual to have returning students come to the class with co-workers from their department.

Information Tables

Placing information tables at visible locations during peak lunch hours at the hospital cafeterias proved to be useful for several reasons:

- Easy sign-up, place for shop stewards to bring sign-ups.
- Opportunity for team members to work together, meet prospective students, and answer questions informally.
- Utilized students from previous classes
- Gave program visibility for those not reached by other means.

Union Newspapers

Prior to each class cycle, articles about the program and announcements appeared in the newspapers of the SEIU Locals 250 and 616.

Facility Communications Networks

The existing means of communication at each facility were drawn upon to publicize the program. The Inter-office mail system at each facility was made available as a means of signing up for classes. Flyers (samples on pp 28-31) were distributed with paychecks, posted on bulletin boards, and left in high-traffic areas such as break rooms. Alameda County staff were very helpful in including announcements in the "County Courier" (County-wide) and the "Fairmont Focus" (Hospital-wide)

OBSTACLES:

Class Size

Given their funding needs (ADA reimbursement), Merritt College wanted 25 students in each class. This was the number contained in the grant proposal (10 classes X 25 students = 250). In practice, it was very difficult to get these numbers, even with the extensive publicity and outreach outlined above. A great deal of pressure was created during each recruitment phase to "get the numbers up". This pressure was experienced most acutely by the Learning Advocates who felt like they were failing if our goals were not reached.

Lack of Release Time for Participants

Feedback from workers at Highland and Fairmont Hospitals who expressed initial interest but did not attend classes indicate that a key problem was the lack of release time (partial or full) for class participation. Without release time, many workers felt that other time pressures precluded taking part in the program.

In addition, it was only possible to target one shift at a time (in practice, days), thereby creating a programmatic barrier to participation by swing shift workers. **Making the classes accessible to the swing shift would have allowed us to reach our original goals.**

(Note: Participants at Kaiser-Oakland were able to use 2 hours per week of "Paid Educational Leave" to attend classes. Since eight out of ten classes were at Alameda County facilities, the impact of this issue was of primary importance at these hospitals.)

Time for Learning Advocates to Recruit

An additional problem was that the Learning Advocates were unable to perform the needed outreach and follow-up during the hours of their shift except for break and lunch times. This time squeeze was heightened by the fact that many of the Learning Advocates were already shop stewards with various other work-hour responsibilities.

RECOMMENDATIONS:

1. Release time for students (1/2 of class time, at least) would allow maximum utilization of program.
2. Release time for Learning Advocates would enable them to perform more outreach during hours of their shift.
3. More extensive training of shop stewards in nature and importance of the program as well as their role in recruitment.

social services union
american federation of nurses
SEIU local 535

local 250
HOSPITAL & HEALTH CARE WORKERS' UNION

Strength in Numbers
United Service Employees
SEIU Local 616, AFL-CIO

Your Union is providing a course in:

Test–Taking Skills

WHO: Highland employees who want to:

- Prepare for Civil Service, certification or training program entrance exams
- Learn in a supportive environment with co–workers
- Brush up on reading and writing skills

WHEN: Tuesdays and Thursdays / 4:00 – 6:00 PM

May 5 – July 24

Class to be taken on employee's off–duty time

WHERE: E–1 Conference Room, Highland Hospital

This course will focus on:

- ✓ Test–taking strategies and tips
- ✓ Reading comprehension
- ✓ Grammar, sentence structure, spelling
- ✓ Oral interviews – skills and practice
- ✓ Clear and effective writing

HOW TO SIGN UP: Talk with or give the sign–up below to:

- Andrea Woods, Emergency Room, Day Shift
- Lavella Marcus, Housekeeping, Evening Shift
- Your Shop Steward
- Peter Simon, SEIU Workplace Education Program, 836–6530

... OR ....

Come visit the INFORMATION TABLE in the Highland Cafeteria
Every Tuesday in April 11:00 – 12:30

upe790afl–cio

✂- -

Yes, I want to sign up for the Test Taking Skills Class at Highland

Your Name: ______________________ Home Phone Number: ______________________
Your Address: ______________________ City & Zip: ______________________
Hospital: ______________________ Work Phone Number: ______________________
Job Classification: ______________________ Work hours: ______________________

GIVE TO: Andrea Woods (Emergency, Days), Lavella Marcus (Housekeeping, Eves), Your Shop Steward, or the Information Table in the Cafeteria

OR MAIL TO: SEIU Workplace Education Program, 522 Grand Ave., Oakland, CA 94610

United Service Employees
SEIU Local 616, AFL-CIO
Strength in Numbers

LOCAL 250
HOSPITAL & HEALTH CARE WORKERS' UNION

Your Union is providing a course for :

Improving English Language Skills

WHO: Fairmont employees for whom ***English is a second language*** and who want to:

- Learn more English used in the hospital
- Have more confidence in speaking, reading, and writing English
- Gain access to more training and different jobs

WHEN: Tuesdays and Thursdays / 3:30–5:30 PM

January 28 – April 16

☞ Class to be taken on members off–duty time

WHERE: C–1 / Room 109 Fairmont Hospital
(formerly Alzheimer's Unit)

This course will focus on:

- ✓ Reading and writing used on the job
- ✓ Medical vocabulary
- ✓ English grammar
- ✓ Speaking English in different situations
- ✓ Taking job–related tests in English

HOW TO SIGN UP: Talk with / give the below form to:

- Hilda Manzo, B4, Day Shift (Learning Advocate) 786–9958
- Your Shop Steward
- Peter Simon, SEIU Workplace Education Program , 836–6530

...OR....

Come visit the INFORMATION TABLE in the Fairmont Cafeteria
Every Tuesday and Thursday in January 11:30 – 12:30

[illegible]

✂- -

Yes, I want to sign up for the Improving English Skills (ESL) Class at Fairmont

Your Name: ______________________ Hospital: ______________________

Phone Number: (home) ______________________ (work) ______________________

Job Classification: ______________________ Work hours: ______________________

GIVE TO: Hilda Manzo (B4,Days), or a Shop Steward, or Staff at Information Table in cafeteria

or mail to : SEIU Workplace Education Program, 522 Grand Ave, Oakland, CA 94610

535
social services union
american federation of nurses
SEIU local 535

SEIU 250
HOSPITAL & HEALTH CARE WORKERS' UNION

Strength in Numbers

United Service Employees
SEIU Local 616, AFL-CIO

Su sindicato le ofrece un curso en :

Inglés Como Segundo Idioma

QUIEN: Trabajadores de Hospitales Convalescientes quienes quieren:

- Aprender el inglés que se usa en el hospital
- Ganar mas confianza cuando Ud. habla, lee o escribe el inglés
- Ganar acceso a mas entrenamiento y trabajos diferentes

CUANDO: Cada martes y jueves / 4:00 – 6:00 PM

5 de mayo – 24 de julio

Trabajadores tomarán esta clase en su propio tiempo, no en sus horas de trabajo

DONDE: *Fairmont Hospital*, San Leandro, Room C–109

En esta clase el enfoque será:

- ✓ La lectura y escritura usada en el trabajo
- ✓ La gramatica inglés
- ✓ Hablando inglés en varias situaciones
- ✓ Tomando examenes para el trabajo

COMO INSCRIBIRSE: Favor de entregar este formulario a:

- Su representante del sindicato
- Peter Simon, SEIU Workplace Education Program, 836–6530

upe790/afl-cio

✂---

Sí, quiero inscribirme a la clase de Inglés Como Segundo Idioma en el Hospital Fairmont

Su Nombre: ______________________ Número de Teléfono (hogar): ______________

Su Dirección: ______________________ Ciudad y Zip ______________

Hospital: ______________________ Número de Teléfono (casa): ______________

Clasificación de su trabajo: ______________ Horas que Ud. trabaja: ______________

FAVOR DE ENTREGAR este formulario a su representante del sindicato

O UD. PUEDE MANDARLO A: SEIU Workplace Education Program,
522 Grand Ave, Oakland, CA 94610

Strength in Numbers

United Service Employees
SEIU Local 616, AFL-CIO

LOCAL 250
HOSPITAL & HEALTH CARE WORKERS' UNION

Ang inyong union ay nag–aalay ng klase para:

Mapaunlad ang Pagsasalita ng Ingles

SINO: Para sa mga miyembro ng union na ang ingles ay kanilang pangalawang wika o nais lamang:

- Matutunan ng husto ang wikang ingles na magamit sa ospital
- Magkaroon ng lakas ng loob na makipagusap, magbasa at mag sulat
- Makapag hanap ng ibat–ibang klaseng okupasyong mas mataas

KAILAN: Enero 28 – Abril 16, Martes at Huwebes / 3:30 – 5:30 PM

☞ Maari lamang kunin ang klase tuwing off–duty ninyo

SAAN: C–1 / Room 109 Fairmont Hospital
(dating Alzheimer's Unit)

Ang course na ito ay para:

✓ Makapag basa at sulat ng husto ng ingles sa trabaho

✓ Medisinang bokabolaryo

✓ Magamit and ingles sa pakikipag usap sa ibang katrabaho

✓ Makakuha ng job–related test sa ingles

PAANO MAKASAMA: Makipag–usap o ipadala ang form kay:

- Hilda Manzo, (Day Shift), B4, Fairmont Hospital, 786–9958
- Sa inyong shop stuwart
- Peter Simon, SEIU Workplace Education Program, 836–6530

...O kaya ay....

Bisitahin ang INFORMATION TABLE sa Fairmont Cafeteria tuwing Martes at Huwebes sa Enero 11:30 – 12:30

[illegible]

✂ -

Yes, I want to sign up for the Improving English Skills (ESL) Class at Fairmont

Pangalan: ______________________ Ospital: ______________________

Telepono: (bahay) ______________________ (trabaho) ______________________

Job Classification: ______________________ Oras ng trabaho: ______________________

PAKI BIGAY KAY: Hilda Manzo (B4, Days), o kaya sa Shop Stuwart, o sa staff sa Information Table cafeteria in Fairmont o ihulog at ipadala sa: SEIU Workplace Education Program, 522 Grand Ave, Oakland, CA 94610

UNION OFFERS SKILLS UPGRADE CLASSES AT FAIRMONT HOSPITAL

Hospital employees benefit from SEIU skills upgrade training.

The Service Employees International Union, Locals 250 and 616, are offering courses for health care workers who are interested in upgrading their skills and preparing for training programs that lead to job advancement.

A key element in this project is peer support in the form of active union members trained as "Learning Advocates" who recruit workers to the class and help direct the curriculum toward a workplace orientation.

Classes are currently in session. The next cycle of classes will begin the week of January 27, 1992 and run for 12 weeks at Fairmont Hospital.

Classes are taken on the worker's own time, and the worker need not be an SEIU member to enroll. Community college credits are offered for these courses.

For more information, please contact Peter Simon at the SEIU Workplace Education Program, 836-6530.

Fairmont Hospital *FOCUS*
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Reading and Writing Upgrade at Fairmont

January 28 - April 16, 1992
Tuesdays and Thursdays,
3:45 p.m. - 5:45 p.m.

This class is for native speakers of English or internationals with good command of English. The class will focus on:

- ✓ Advanced spelling and grammar skills
- ✓ How to communicate clearly in writing
- ✓ Test-taking strategies
- ✓ Oral communication skills

English as a Second Language at Fairmont

January 28 - April 16, 1992
Tuesdays and Thursdays,
3:45 p.m. - 5:45 p.m.

This class is for international workers who want to improve their communication skills on the job. The class will focus on:

- ✓ Reading and writing English on the job
- ✓ Hospital and medical vocabulary
- ✓ Oral communication skills
- ✓ Understanding the requirements of advancement

Coming March 1 Free
Cholesterol Screening

BEST COPY AVAILABLE

E. IMPLEMENT 10 WORKPLACE LITERACY CLASSES

ACCOMPLISHMENTS:

The "Summary of Classes Offered" (page 7) outlines the subject and timeline of courses provided during the grant period.

The focus of the initial Pilot class and the three class offered in the first cycle (September-December 1991) were determined by information gathered in the Skills Assessment Interviews, input from the Learning Advocates, and Union staff.

After the first cycle, decisions concerning the focus of the classes were made in the Monthly Project Meeting which was attended by: Union representatives, Project Director, Program staff (Learning Advocates, Counselors, Instructors), CWL staff, and the Assistant Dean of Humanities, Merritt College. The composition of this group allowed us to evaluate feedback from the classes and workplace while working within the parameters of course offerings possible through the Community College.

In addition, employer representatives on the Advisory Board from Alameda County provided key input and logistical assistance in redefining the two English classes as "Test-Taking Skills". With their assistance, the program was able to draw on the resources of the County Civil Service Commission in developing and executing these classes.

OBSTACLES:

Withdrawal from Kaiser

After the first cycle of classes (Fall 1991), it was decided to not offer further classes at the Oakland Medical Center of Kaiser Permanente, and instead, to focus attention on the two Alameda County hospitals and the convalescent facilities. Difficulties were encountered at Kaiser-Oakland due to:

1. Labor-management tensions, particularly in the department that was most widely represented in the two classes offered (Housekeeping).

2. A lack of support from line supervisors who discouraged participation by employees through an unwillingness to adjust work loads for participants and, in some cases, overt negative comments about attending the classes.

3. A mistrust of the program by the workers due, in part, to overly invasive practices by evaluators from the National Center for Research in Vocational Education (NCRVE). (see "Evaluation Activities" section p. 79)

4. A lack of any "career ladder" within the personnel structure of this facility. This became, in practice, a disincentive for program participation.

A decision was made by Union officials that additional preliminary work needed to occur at this facility before offering further courses there. The Oakland Medical Center Administration was informed of this decision. Both the Union and Kaiser-Permanente are interested to developing a job-related basic skills program in the future.

Implementation of ESL Class Postponed

Although original plans were to begin offering an ESL class in the first (Fall 1991) cycle of classes, it was decided to wait until the second cycle (Jan-April 1992) for the following reasons:

1. Additional input from Learning Advocates and Union staff indicated that it was necessary to widen outreach to convalescent facilities to ensure the necessary number of students to fill a class. This required additional prepatory work with the Union field staff and Shop Stewards at those facilities.

2. A decision was made to have the first class offering at Fairmont Hospital (site of ESL class) be inclusive of both native and foreign-born workers since a number of programs geared exclusively for the latter group had previously taken place at that facility.

RECOMMENDATIONS:

1. Make class title and focus as specific as possible to job-related needs (e.g. Test-Taking Skills).

2. Initial program investigation must include social/political environment of specific targeted workplaces (i.e. labor-management relations, history of previous programs offered)

3. Orient and involve line supervisors as well as top management in program development. Their support and understanding of program objectives is key to worker participation.

4. As much as one exists, tie program offerings to career ladder.

5. Develop a joint labor-management process to create a career ladder program that is integrated with a basic skills and job training offering.

Objective #2 **Provide workplace literacy skills for workers with limited English.**

ACCOMPLISHMENTS:

Classes Offered

In the second cycle (January-April 1992) and third cycle (May-July 1992) of classes, an "English as a Second Language for Health Care Workers" course was offered at Fairmont Hospital.

To insure participation of workers from the convalescent facilities, the Project Director met with the Convalescent Division Field Representatives of the Union to gather information on the worker/workplace needs and orient them to the program.

Program Publicity was translated into Spanish and Tagalog. Bilingual Union staff assisted in the translation.

Multi-level Classroom

Attending the class were workers from Fairmont Hospital and several convalescent facilities in the area (South Alameda County). The workers from the hospital tended to be at a higher language skill level than those from the convalescent centers (high intermediate v. beginning). For this reason, two sections were simultaneously offered in the same large classroom to accommodate these two distinct levels of skill and need.

To assist in offering two sections, teaching assistants (2) were enlisted from the Masters Program in Teaching English as a Second Language at San Francisco State University. Under the supervision of the Merritt College instructor, these assistants, along with the Learning Advocate, were able to give each group of participants the attention they needed.

Mixing Convalescent and Hospital Workers

Of significance was the co-mingling of workers from both settings (hospital and convalescent). Many convalescent workers who were Nurse Assistants aspired to work at the hospital as Certified Nurse Assistants, the job classification of the majority of workers in the higher-skilled group from Fairmont. Getting to know workers from similar backgrounds who were functioning with more English skills and better wages was a clear incentive for pursuing further language and nursing training.

Curriculum Developed

Curriculum was developed for both levels represented in the class. The beginning level curriculum for nurse assistants is contained in the "Curriculum Guide" produced by the program. The twelve week outline and a sample unit from that course can be found in Appendix II.

The process by which the ESL curriculum was developed illustrates the strength of team approach model.

- Given that the Learning Advocate was herself a Certified Nurse Assistant, familiar with the duties and language needs of delivering care, the Instructor and Learning Advocate were able to generate "dialogues" that simultaneously reflected real situations at work and key grammar points.
- Issues raised by students in class became the focus of subsequent units. Protecting oneself from back injuries was found to be a common concern. Written materials on the topic from employers were brought to class by students who were unable to understand them. Several lessons were devoted to deciphering/understanding this material through Instructor/LA generated handouts, role plays, and discussion.
- The Learning Advocate (who was bilingual) acted as a bridge between students and the teaching team. She was able to communicate information to them concerning their rights on the job and gather key workplace issues from them (e.g. health and safety problems that became focus of units)
- The Learning Advocate was able to act as translator for the Counselor in conducting Individual Education Plan interviews. A safer atmosphere was created by having a familiar, bilingual co-worker present in the potentially intimidating interview setting.
- The IEP interviews revealed a number of common workplace and vocational issues that were integrated into the curriculum.
- The Project Director, along with the Learning Advocate, met with the Nursing In-service Training staff who provided a great deal of useful training texts, sample tests, and key vocabulary. Again, the familiarity of the Learning Advocate was crucial to knowing what questions to ask them.

OBSTACLES:

Fewer ESL Classes Offered

By waiting until the second cycle to offer an ESL class (for reasons outlined above in "Classes Offered"), the program was only able to provide two ESL classes during the grant period rather than three as stated in the grant proposal. It could be argued that, in fact, four classes were provided given that two sections ran simultaneously.

Nonetheless, given the success of the classes that took place (see Outcome section), it is clear that taking the time necessary to prepare properly (investigation, recruitment) paid off.

RECOMMENDATIONS:

1. Build into program design the capacity to offer several levels of ESL to accommodate different needs.
2. Make sure to have students bring in materials from work that they have difficulty understanding. (Forms, manuals, charts, work rules, etc)
3. Produce publicity materials in all languages of targeted workforce.

Objective #3 **Assist workers to further their education and training goals, including referral to GED or other programs.**

ACCOMPLISHMENTS:

Train Counselors

Professional social workers on the staff of the Center for Working Life were trained along with the Learning Advocates and Instructors prior to each class cycle. These social workers all had extensive previous experience with worker-centered counseling at CWL and had past involvement with unions as activists and officers.

The training included:

- Orientation to the program model (initial training)
- Team functioning among the various roles
- Understanding the workplace and role of counselor in that setting
- The particular role of the counselor in helping workers to overcome barriers to participation and learning
- Conducting Individual Education Plan Interviews.
- Finding and using vocational resources, etc.

In each successive class cycle, as team members became more experienced, these training sessions became a time to deepen understanding of team functioning--through discussion, evaluation, and role plays.

Individual Education Plans

The staff at CWL developed the IEP instrument (pp. 41-42) and then conducted Individual Education Plan interviews with each participant. These interviews were conducted before, during, and after class, generally lasting around thirty minutes. Participants were given the forms in one of the first classes to allow time to think about the various issues and questions.

These interviews gave counselors and students, working together, the opportunity to identify educational and vocational goals and to develop plans for their achievement. The IEP process also gave the counselor an opportunity to identify issues which could impact on retention in the program, such as lack of confidence about entering a class, non-supportive family members or the need for support in areas of childcare, transportation, etc. Follow-up was done with each student who participated in more than one class cycle.

Information gained in the IEP interview (education and vocational goals, needs from the class, etc) were shared with other team members. This information was useful in the process of planning curriculum that addressed the participants' particular needs and interests.

Referrals to Other Educational Programs

Determining the educational and vocation goals of the students early in the class also allowed the Project Director to gather relevant information (in consultation with Merritt College staff and other community agencies) for use by the Counselors and participants.

The Counseling staff and Dean of the Allied Health Program at Merritt College provided specific information on training in health-care related fields. This is an area where the partnership with the Community College was very advantageous.

At one point, a group of students from Highland Hospital organized a trip to Merritt College to attend an orientation session on the LVN training program.

In the third cycle of classes (June 1992), an **"Educational Opportunity Guide"** was produced by the Workplace Education Program to assist participants in pursuing further education and training. Included in the Guide is a comprehensive listing of health care training programs, community college resources, adult schools, and literacy tutoring programs in the Alameda County-East Bay area. A copy of the Guide can be found as Appendix III of this report.

OBSTACLES:

GED Not Goal of Many Participants

Although one of the stated goals of the program in the grant proposal was to assist workers in accessing GED classes, this proved to not be a significant need of the participants. Participant data (see "Student Profile, p. 72) indicates that a large majority of students already had high school diplomas. The greatest number of those without diplomas was in the ESL class where the primary interest was additional language and vocational training, not GED classes.

IEP / Class Time

The lack of release time for students meant that the IEP interviews often had to take place during class time. This meant that the Counselors were many times occupied conducting the interviews rather than being in the class, especially in the first half of the class cycle.

In one facility, there was a problem finding a separate, private space for the Counselors to meet with the students.

RECOMMENDATIONS:

1. Produce an Educational Opportunity Guide early in program. This would assist the Counselors in making referrals, as well as students who wish to move on from the Basic Skills classes offered to additional training and education.
2. Enlist greater participation by Counseling staff and Faculty at the Community College. This could include visits to the workplace classes by College Counselors and Instructors to provide information and answer questions as well as student "field trips" to the College.
3. Make sure the negotiations about logistics of program with employers include securing a private space for counselors to meet with students.
4. If possible, conduct the IEP interviews prior to class start-up. Doing so would aid in curriculum development and free up the Counselor and students to participate more fully in the classroom.

Individual Education Plan (I.E.P)

Date:
Name:
Hospital & Worksite:
Job Title:
Worksite Education Class:
Counselor:

The Individual Education Plan was developed as a tool to help both the worker/student and the Workplace Education program. The I.E.P. provides you with a means to clarify your educational and job related goals.

1. What do you hope to accomplish from taking this class?

2. How will you know when you have achieved your goals?

3. How do you like to learn things best?
   - A. Read about it ___
   - B. Listen to talks about it ___
   - C. Have someone show and tell you about it ___
   - D. Try to do it yourself ___
   - E. Other (please describe) ___

4. What was your last year of school?

5. Have you had any additional courses or technical training?

6. What kind of work have you done in the past that you liked? Disliked ?

7. Are there any types of work you would like to do instead of your present occupation? What steps would you need to take to accomplish this?

8. Is time a big factor in preventing you from getting training?

9. Are there any issues, besides time, that might prevent you from getting additional training or education? (ie; housework, family obligations, childcare, financial problems, emotional support from family and friends, etc).

10. Did you have any questions or concerns about participating in this program before you signed up?

If so, what were they?

Have they been resolved?

Objective #4 **Assist workers to upgrade their basic skills so they can advance in their careers.**

ACCOMPLISHMENTS:

Test-Taking Skills Class Developed

In the third cycle of classes, a class focusing on test-taking skills was offered at Highland and Fairmont Hospitals. This class focused on the skills necessary to pass Civil Service Exams and the entrance exams to various health care-related programs at Merritt College.

A Syllabus, Skills Cluster, and Sample Lesson from the Test-Taking Skills Class can be found in Appendix II.

The curriculum for this course was developed through the following means:

1. Reviewing of participant vocational goals from prior IEP interviews.
2. Drawing on Union staff and Learning Advocate knowledge of requirements and issues related to Civil Service Exams.
3. Getting assistance from the Alameda County Civil Service Commission staff. (materials, summary of test dates, and visits by staff to classes)
4. Holding discussions with Counseling office and Allied Health Program of Merritt College.
5. Gathering existing published materials on test-taking skills.
6. Development of materials and syllabus by Instructors in collaboration with Learning Advocates and Counselors.
7. Development of Merritt College Course Outline with assistance from Assistant Dean of Humanities.

A large majority of those participating in these classes reported an increased confidence in test-taking skills and a greater willingness to attempt a job-upgrade in the County Civil Service System. (see Participant Outcomes and Final Evaluation Report)

Integration of Skills Needed for Promotion into Other Classes

While the Test-Taking Class was not offered until the third cycle of classes, promotional and testing concerns were addressed in the other classes as well.

The IEP interview conducted by the Counselor at the beginning of each class cycle allowed the teaching team to identify promotion-related needs and issues of participants. Information from the IEP was used to develop the Reading/Writing Upgrade curriculum and provide specific assistance to workers preparing for exams.

Several participants in the Reading/Writing Upgrade class at Fairmont Hospital were Hospital Service Trainees (HST), an entry level position designed to lead into becoming a Certified Nurse Assistant. Although an exam was not required to become an HST, a worker needed to pass the County CNA Exam after a period of time or else lose his/her job. Three members of the class were HST's who had already failed the exam twice (only three attempts were allowed prior to dismissal). The Instructor, Learning Advocate, and other students all worked together to provide materials and tutoring in and after class to prepare these students for the exam. Two out of three passed; the other failed by a few points.

The key promotional issue for participants in the beginning-level ESL class was passing a required English test to gain entry into CNA training programs. For this reason, the ESL Instructor met with the staff of the local Adult School that offered the training program, obtained relevant materials (sample tests, lists of vocabulary needed, etc.), and utilized this information in developing curriculum for the class.

OBSTACLES:

No Career Ladder

The lack of a defined career ladder at any of the sites where classes took place was the greatest barrier to tying the basic skills instruction to job promotion.

At Kaiser, there existed no organized job ladder. In addition, a Personnel policy that requires one year of experience in a particular job classification prior to upgrade served as a barrier for in-house promotions. Many participants (and those who chose not to take the classes) called attention to this policy as a disincentive to taking part in the classes offered.

At the two Alameda County facilities (Highland and Fairmont), the Civil Service System does provide a map for promotional upgrade, but there was no organized assistance or encouragement for employees to move into higher job classifications.

Over the course of the program, County officials (on the Advisory Board, at the hospitals) moved from blocking the usage of the words, "Assists in Passing Civil Service Exams" in program publicity to actively supporting the development of the Test-Taking Skills Class with full cooperation of the Civil Service Commission staff. This shift in attitude was due, in part, to the effectiveness of the classes, a greater understanding of the potential of this kind of program in improving employee morale, and a realization of the benefits of drawing from the in-house workforce to fill vacant positions.

RECOMMENDATIONS:

1. Work with the employers to identify job classifications that have been difficult to fill due to a lack of qualified candidates. Also, employers can assist in projecting areas where vacancies are anticipated in the future. With this information, a basic skill program can more accurately develop curriculum that will lead to specific job upgrades.
2. Develop a joint labor-management career ladder program that includes basic skills and job training components. Ideally, a career ladder program should be included as part of the negotiated collective bargaining agreement.
3. Offer shorter (one day, two week, etc.) courses in Test-Taking. Many workers who are unable to attend the 12 week course for a variety of reasons would be interested in this topic, particularly in settings where Civil Service Exams are required for promotion.

Objective #5 **Provide educational counseling and other support services to encourage enrollment and retention.**

To outline the accomplishments and lessons learned in relation to this objective, the following areas will be addressed:

1. Training and Team-building
2. Support services provided (both in and outside the classroom)

1. TRAINING AND TEAM BUILDING

ACCOMPLISHMENTS:

Pre-service Training **in Support Services Delivery**

The pre-service training of the Learning Advocates and Counselors by the Center for Working Life staff included:

A. Discussion of their previous experiences with schooling-both positive and negative.

B. Presentations on topics such as: internal and external barriers to learning, impact of stress at work, and the role of peer counselors.

C. Role plays and discussion on anticipated situations while performing recruitment, follow-up, or addressing various obstacles to learning/participation with students.

D. Development of system of communication and referral between Learning Advocate and Counselor.

The pre-service training of the teams (Learning Advocates, Counselors, and Instructors) included:

A. Presentations and discussions on the collaborative model specifically focused on how the various roles interlocked.

B. Integrating social support with classroom activities and curriculum development (allowing time for issues to be raised, role of LA and Counselor in the classroom.

C. Presentations by Learning Advocates on their respective workplaces. Particular emphasis was placed on sensitizing Instructors to various workplace issues.

D. Role plays where team members exchanged roles in acting out various situations encountered in and outside of class.

Learning Advocate / Counselor Relationship

One role of the Counselors from CWL was to supervise and train the Learning Advocates outside of formal training session. Included in this area was:

- Consultation about how to handle issues raised by particular workers.
- Assistance with referral to community resources.
- Informal counseling about the stresses of performing the job of Learning Advocate amidst already busy lives.

On-going Counselor Training: Weekly Meetings

Once a week, the two Counselors met with the Program Coordinator who was their supervisor and, herself, the Counselor in the class at Highland Hospital. These meeting served to:

- Discuss counseling interventions in the previous week
- Deepen understanding of Counselor's role
- Review current issues re: supervision of Learning Advocates
- Share information on resources for educational and other referrals

Curriculum Committee: Training and Coordination

The role of the Curriculum Committee as the site for on-going curriculum development was discussed earlier in this report. These bi-weekly meetings also served a function of training and coordination in relation to the provision of support services.

One regular aspect of these meetings was time for the teams to share information about the students. This typically involved making a list of those who have been missing class and coordinating follow-up, reviewing feedback from participants about the class, or thinking about workers who are having trouble in some way with the class.

Each team member could contribute information about participants from his/her particular vantage point. The Learning Advocates often had contact with classmates on the job. The Counselor had information from the IEPs and other communication with students. The Instructor could comment on progress/issues in relation to individual's work in class. This composite "triangulation" was one of the strengths of the model in terms of thinking about each participant.

In addition, the Curriculum Committee served as a means of training in cooperative team functioning. The style and tone of these meetings resembled that of the classes: freedom to raise thorny issues, everyone had a voice, and decisions were made together. These sessions were a place where the Learning Advocates could practice using their familiarity with the workers and knowledge of the workplace in setting the direction of the class and discussing the needs of participants on an equal footing with the Counselor and Instructor.

2. SUPPORT SERVICES PROVIDED

Outreach/Recruitment

As someone who was known and trusted by co-workers, the Learning Advocate played a critical role in recruitment for the class. Since she was easily found on the job, at the cafeteria information table, or at Union meetings, the Learning Advocate could be sought out by those with questions about the program. Often, workers would have more than one conversation with the Learning Advocate before deciding to sign up.

These initial contacts were an opportunity for the Learning Advocate to listen to workers concerns about the class and to identify the various internal and external barriers that might impede participation. The listening skills training and discussions on barriers in the pre-service sessions proved useful in enabling the Learning Advocates to better see hidden issues in these initial conversations with potential students.

Being familiar with the Learning Advocate as a co-worker and knowing that she will also be in the class created an element of safety for those signing up. Acting as a "bridge" between the Workplace Education Program and the workforce, the Learning Advocate familiarity was especially critical in recruiting the hard to reach, those who might otherwise be reluctant to come forward.

Structure of Class Builds Community of Support

In a variety of ways, the structure of the classes created a supportive, cooperative atmosphere, one where the workers felt at home. Participants' testimonials in this regard can be found in the student publication, "Education That Works" (Appendix IV).

A *worker-center environment* was developed in the classroom by the following means:

1. Encouragement to Ask Questions and Raise Issues

From the first class session, the "Teaching Team" communicated to participants that, unlike a more traditional school environment, their questions and issues on their minds would play a role in shaping the class. Areas of concern brought up in class were integrated into the curriculum. The Learning Advocate and Counselor facilitated discussions on topics initiated by students.

Often, in the first class, the Counselor asked a series of questions about participants' prior experience with schooling. The discussion and writing that followed assisted in putting students at ease, modelled the process of valuing their experiences, and gave the team a wealth of information about the emotional "baggage" about school that frequently interferes with full participation. Other areas addressed in a similar manner included: health and safety concerns, race relations, and fears of taking tests.

2. Check-ins and Check-outs

Time was allowed at the beginning and/or end of class for participants to share their thoughts on a particular question. Everyone was encouraged to contribute. These opening and closing discussion sometimes lasted only five or ten minutes. Other times, they became a central part of the class. Either the Learning Advocate or Instructor would initiate this exchange.

A **check-in** was good way to make a break with the work day, gave people a chance to turn their attention from work to a new activity, and focus the class. A check-in also helped to create camaraderie among students as they shared information about themselves. Finally, through a check-in, the Teaching Team found out what is on people's minds at the start of class.

A typical check-in question was: "Since the last class, how have you put to use something you have learned here? At work, at home?, elsewhere?" or, "Any burning questions since the last class?"

Closing discussion or **check-outs** were important because they gave the Teaching Team immediate feedback on how the class was working or not working, who needs help, etc. A check-out often led to a rich discussion that summarized and deepened issues addressed in class.

Check-out questions included: "What's something important (useful) that you learned today?", "What was challenging about today's class?, or "What did you enjoy most about class?"

This mode of check-in/check-out reinforced the importance of **putting to use what was being learned in class**. Thinking about ones learning process and how that learning is impacting ones life are key elements in developing critical thinking skills.

3. Small Group Activities: Cooperative Learning/ Supportive Learning Community

Breaking into small groups was a regular feature of all the classes. A small group of 3 to 5 students was a useful setting for students to exchange experience and establish peer support. The small groups were used for reading/understanding material together, discussions leading to writing, or practicing a particular skill. Especially in the ESL class, small groups were, at times, used to divide up the class by skill level, allowing for more precise attention to different needs.

During a small group activity, the Instructor, Counselor, and Learning Advocate each sat with a different group, or circulated through the classroom to talk with students who had questions or needed assistance. Breaking into small groups gave the Learning Advocate and Counselor a classroom role as facilitator or tutor.

Using small groups extensively helped engage the students in an active exchange of their own ideas and experience rather than passively receiving information from the Instructor. Usually, small groups met for one class session. Changing the small group arrangement gave students an opportunity to work with all classmates at one time or another during the course.

4. Role Plays

Role plays--students acting out situations or creating skits on a theme--were used in all the classes. The process of using role plays integrated with instruction has several benefits. Role plays draw on the workers' own experiences, loosen up the classroom environment, and generally lead to fruitful discussions and writing. Some examples of how role play were used:

- Acting out accidents on the job as part of a unit on the skills of writing incident reports. A group of students acted out "accident", class discussed details, everyone wrote incident reports based on role plays.

- As part of unit on preparation for the oral interview which is part of the Civil Service examination process, students formed mock interview panels. Students took turns being interviewed by the panels, each "interview" was followed by discussion/analysis of responses and suggestions for improvement. Many participants called attention to this activity as a highlight of the class in post-cycle student evaluation.

- As a means of understanding difficult literature on "Safe Back Care", workers in the ESL class acted out safe and unsafe practices on the job. The role plays were used in conjunction to vocabulary exercises and discussions of each skit.

5. Learning Advocate Models Participation

An important responsibility of the Learning Advocate was setting a tone of active participation. Often, the Learning Advocate would "break the ice" by asking a question, volunteering for a role play, or acknowledging that a particular presentation by the Instructor was not clear.

As the team member most equipped to "read the pulse" of the class, the Learning Advocate could often tell if a certain lesson being presented by the Instructor was either not being understood or not holding the interest of classmates. By asking, "Could you repeat that?" or suggesting, "Let's try this," she not only helped to focus the class but also created more space for the students to do the same.

6. Union Presence in Class

A significant factor in creating a class that was perceived by the workers as for them was the Union sponsorship of the program and presence in the classroom. The fact that these classes were a Union-initiated and identified assisted in encouraging enrollment. In addition, the presence of the Learning Advocate, as a Union activist, in the classroom communicated a level of support that would not be possible in a more generic, off-site community college class.

Some ways in which the Union was integrated into the classroom environment were:

- Welcome on first day of class by Union representatives
- Learning Advocate provided information on workers' rights (more on this in "Advocacy", below)
- Union staff participated in class. Union field representatives gave presentations and answered questions on health and safety issues, sexual harassment and discrimination, and in one instance, came to class to speak about being an LVN. In addition, Union staff often visited the classes simply to check in while at the hospital.

Follow-up

A critical role of the Learning Advocate, in conjunction with other team members, was following up with those students who missed class. As in any adult education setting, people were unable to attend class for a wide range of reasons: family responsibilities, changes in work schedules, discouragement, etc. By checking with participants who had missed one or two classes either on the job or by phone, the Learning Advocate was able to identify and assist with problems, refer students to the Counselor, or simply let people know that they were being thought of.

Because the Learning Advocate was a peer, this process of checking in with students was perceived more as support than the imprinted experience of "Truant Officers" policing absence from school in the past.

When communication between team members was working well, at class time as well as in the Curriculum Committee, workers who were having problems with attendance were identified before they fell through the cracks. Experience demonstrated that people who missed more than two classes would generally feel like they had "missed too much" or that problems were insurmountable and would, therefore, not return to class without some form of contact from the Learning Advocate or Counselor.

A significant number of student reported that the efforts of the instructional team (along with support from classmates) allowed them to "hang in there" when they felt like dropping out. Often, it was the Learning Advocate who provided the key phone call or "What's up?" during break time at work. It is important to note that all of the students in the Test-Taking course who failed exams during the time of the class remained in the class.

The key function of the Learning Advocate in relation to retention can be illustrated by the shift in attendance patterns in the English class at Fairmont Hospital over the three cycles of classes offered there. In the first two cycles, the Learning Advocates selected to be part of the team were unable to fully participate either in class or in the other various duties of the job. The Learning Advocate in the first cycle worked on the evening shift. While possessing the necessary skills and motivation to do a good job, she was unable to get any release time to do recruitment or attend class on a regular basis. In the second cycle, the Learning Advocate was overwhelmed with other demands on her time as a Shop Steward and parent. The lack of an active Learning Advocate was felt in many ways, but particularly in terms of a lack of systematic follow-up with those missing class. The retention rate in those two classes was 52% and 62% respectively.

In comparison, during the third cycle at Fairmont, the retention rate in the "Test-Taking Skills" English class was 90%. While also factoring in the shift in class focus (more precise), increased trust in the program due to longetivity, and other elements, it was clear to all those involved that having a Learning Advocate who was present and fully engaged play a key role in keeping workers in the class. Student evaluations, writings, and comments to the Evaluator all indicate that the interest paid to individuals in class and on the job by the Learning Advocate in the third cycle were critical in maintaining the high level of participation and mutual support.

Advocacy

An additional form of social support provided by the Learning Advocate was that of acting as a "go-between" or provider of information in relation to participants' rights on the job or their needs. This role of advocacy took several forms:

- Acting as a "bridge" between students and the Union, the Learning Advocate was, in many instances, able to alert Union staff to a particular problem of an individual student or the whole group. A good example of this was the discovery in the ESL class during a unit on Health and Safety that many participants who worked at convalescent hospitals had not been informed of their right to receive from employers inoculations protecting them from the Hepatitis B virus. With the aid of Field Representatives from Local 250, this problem was addressed at the various facilities. The experience of seeing a problem raised in class rectified by the Union empowered students to look at additional issues and increased their sense of "being looked out for".

* All Alameda County employees receive a periodic written "Performance Evaluation" from their supervisor. All employees have the option of writing a response to this Report to be included in the Personnel File, although many do not exercise this right due to a lack of confidence in their writing abilities. Often, the time of Field Representatives or Shop Stewards is used up writing these responses _for_ workers. On several occasions, Learning Advocates were able to encourage and assist students in writing their own responses. In doing so, students were able to gain further confidence in their capacity to _use_ their writing skills, Union staff was no longer required to devote time to this task, and communication between participants and their supervisors was enhanced.

* In following up with students who had dropped out of the ESL class, the Learning Advocate learned that several had lost their jobs due to failing an English test required for entry into a CNA training program at a local Adult School. Nurse Assistants (under State law) must become certified as CNAs in a certain time period or lose their jobs. Upon reviewing the English test given to CNA students, the Learning Advocate and Instructor concluded that it did not actually address the language skills needed to take the course or perform the job of CNA. The Learning Advocate and Instructor met with the Instructor of the CNA class (herself an RN, not trained in working with Limited English Proficient students), provided her with more appropriate assessment instruments, and discussed the needs of Nurse Assistants working in convalescent facilities. The test was changed. Three students from the Fairmont ESL class who were previously excluded are currently enrolled in the CNA class.

Childcare and Transportation Allowance

Providing reimbursement for childcare costs for those in need proved to be an important factor in allowing a significant number of workers to attend classes. Overall, 17 students used the childcare reimbursements. Of these 17, a majority took more than one class. Those taking advantage of this allowance reported that they would have been unable to attend without this provision.

It was determined early in the project that transportation costs were not an obstacle to participation since the classes were held at the worksite. A budget revision designating all funds in this line item to childcare was approved by the Grant Officer.

OBSTACLES:

Skills v. Social Support

At times, there was a tension in the curriculum planning process and classroom between the integration of the various forms of social support mentioned above and the Instructor's felt need to address skills instruction. Due to confusion about their role in relation to social support, Instructors would sometimes express frustration that discussions, check-ins, etc would take time away from focusing on the current unit rather than seeing them as part of the learning process . Indicated are additional training and team building activities that takes into account the pressures on Instructors in executing this educational model.

Not Enough Time for Learning Advocates

Even though all the Learning Advocates selected were highly motivated, respected by co-workers, and knowledgeable about the workplace and Union, it was often difficult for them to carry out all of the various tasks involved in the job. The primary obstacle was time. Without release time, the Learning Advocates were unable to devote adequate attention to recruitment and follow-up during the hours of their shift. In large hospitals such as Highland and Fairmont (1,800 and 900 workers respectively), even with the assistance of Shop Stewards, there are many departments/work areas to reach. Given their additional responsibilities as parents, shop stewards, etc, time was often an issue for the Learning Advocates in this program.

Confidentiality of Individual Education Plan Interviews

There was some initial confusion amongst team members about what information from the Individual Education Plan interviews was appropriate for the Counselor to share. It was decided that vocational needs (goals, needs, questions) would be shared with the team for curriculum development, but that more personal information (history, obstacles, etc.) would remain confidential.

Different Strengths of Each Learning Advocate

While the job of Learning Advocate involved a range of tasks, each worker selected brought to the role their own experience, areas of confidence, and expertise. Some were comfortable with small group facilitation while others needed additional support and encouragement from team members while developing these skills. The same was true for all aspects of the job. In addition, each class presented a different context with its own set of needs (e.g ESL class required translation, large number of childcare issues). The above factors required that training staff and team members use flexibility in designing trainings and expressing expectations.

Curriculum Committee Time

With limited opportunities for all team members and program staff to meet, there was frequently pressure in the Curriculum Committee to cover too much in a bi-weekly two hour meeting. An effort was required to focus on curriculum development and training issues. Program business (recruitment, evaluation, other logistics) was relegated to the Monthly Project Meeting. In practice, attendance at the Monthly Project Meeting by Learning Advocates was uneven given the time pressures outlined above.

RECOMMENDATIONS:

1. Allocate time and resources for adequate pre-service training and team-building activities for all team members. Putting the model into practice requires time for ongoing communication between all players to clarify roles and work out difficulties that arise. One practice that worked well was periodically asking the question at Curriculum Committee Meetings, "In which aspect of your job do you need the support?" This helped to shape future training and created more mutual support amongst the staff.

2. Arrange a time and place for Counselors to meet with workers other than class times that accommodates workers' schedules. Access to a Counselor at a location not at the class would help in reaching workers who are reluctant, for a variety of reasons, to attend the classes.

3. Schedule at least 1/2 hour of time per week before class (ideally before every class) for entire team to meet/plan. Again, this involves the issue of release time.

4. Provide topical one-day or half-day workshops (test-taking, career planning, calculator use, etc). These would be useful for workers who are not ready to make a commitment to a twelve class, don't have time, or may need to come check out the program. Such workshops could aid in the recruitment of those who would not normally sign up for basic skills classes.

5. Devote Curriculum Committee to curriculum development issues, coordination of social support, and team development. Monthly Project Meeting must be developed to point where business and logistics can be addressed there.

Objective #6 **Evaluate the project and develop recommendations for implementation by other SEIU unions and hospital employers.**

Accomplishments and recommendations related to this objective will be discussed in the "Dissemination Activities" and "Evaluation Activities" sections below.

Objective #7 **Demonstrate a workplace-education partnership for job-related basic skills training in the health care industry.**

ACCOMPLISHMENTS:

1. RELATIONSHIP WITH MERRITT COLLEGE

While various aspects of the relationship between the Joint Council of SEIU/Health Care Skill Builders and Merritt College have been discussed at other points, the following is a summary of what worked well in this partnership.

Curriculum Development

The Assistant Dean of Humanities at Merritt College and the Project Director worked together closely in developing the Course Outlines for all the courses offered. In addition, the faculty in the Allied Health Program and English as a Second Language Departments provided information and materials that were useful in building the various curricula.

Linkage with Allied Health Program

This was a two way street. Faculty responsible for the CNA and LVN training programs provided materials and information concerning the skills required to enter and successfully complete these programs. A number of students completing classes in the Health Care Skill Builders Program are currently or are planning to attend classes related to training in health care fields at Merritt College. The viability of a workplace education program acting as a feeder for vocational classes at the Community College was demonstrated by the experience of this program.

Linkage with Merritt College Counseling Office

The staff at the Counseling Office at Merritt College was very helpful in making available information concerning entry to the various programs and classes at the College. This information was useful both in assisting the Counselors in our program in providing guidance and in developing the Test-Taking Skills Course. The Educational Opportunities Guide, produced by the Health Care Skill Builders Program, has been distributed for use by the Counseling Office at Merritt.

Flexibility

A major factor in the successful functioning of partnership between SEIU and Merritt College was the flexibility exhibited by the Assistant Dean of Humanities. In a number of instances, she was able to adjust to the realities of the program rather than creating obstacles. Notable in this area were the issue of class size (target was 25 per class), the development of courses that fit into the existing offering of the College, and the adjustment of administrative tasks to the schedule of our classes.

3. RELATIONSHIP WITH EMPLOYERS

Although the participating hospitals were not technically partners in this program, their cooperation and assistance were essential in the achievement of the stated objectives and the establishment of a foundation for the institutionalization of this project. Over time, the Union and hospital administrators were able to see the development of this program as an opportunity to cooperate in a venture that was beneficial for both the hospital and the workers.

Joint Labor-Management Committee Established

At Highland Hospital, a committee has been formed consisting of an equal number of Union and Management representatives to explore options (program, funding, etc.) for creating an ongoing, in-house training program. Envisioned is the beginning of a career ladder program that would include basic skills and training for positions that have been difficult to fill due to a lack of qualified applicants.

Administrative Liaison

A member of the administrative staff of each facility was designated to assist in the day-to-day details of the program and to be in communication with the Project Director concerning program needs. The Administrative Liaisons assisted in: arranging Skills Assessment Interviews with managers and supervisors, finding rooms and supplies for the classes, accessing existing means of communication for publicizing the program, and a myriad of other details that arose.

Curriculum Development

As mention previously, various managers, supervisors, and training staff at the hospitals provided information and materials during the Skills Assessment Interviews and at other times to help shape the curriculum of the classes. As the needs of participating workers became more known (skills, targeted positions for upgrade), it was possible to draw upon specific resources at the hospitals and Alameda County agencies.

Logistical Support

Each facility provided classroom space, blackboards, easels, and audio-visual equipment (when needed). Meeting space was in short supply at each hospital, but classroom space was found at each facility. One notable development was the allocation of an used area at Fairmont Hospital solely for the SEIU classes. Having two connected classrooms, a private office for storage of resource materials and use by the Counselors, and a restroom contributed to creating a community atmosphere. Allowing the program to take over this space was a sign of commitment on the part of the hospital administration.

Assistance With Publicity and Recruitment

Channels of communication within the hospitals and Alameda County were made available to help publicize the classes. Announcements of classes were published in monthly hospital employee newsletters and the County Courier, distributed to all Alameda County employees. In addition, flyers were included with all paychecks during recruitment periods. Permission was granted for program staff (Project Director and Learning Advocates) to address regularly scheduled Departmental Meetings as a further means of recruiting students.

3. MEANS OF COMMUNICATION WITHIN PARTNERSHIP

Given that the Health Care Skill Builders Program involved coordination between the Union (Joint Council, three Locals of SEIU), Merritt College, Alameda County and Kaiser Administration, three hospitals, and the Center for Working Life, developing effective means of communication amongst all parties was critical to create an effective program.

Advisory Board

The Advisory Board was a key venue for all involved organizations to initially develop a shared sense of the mission of the Health Care Skill Builders Program, to have a place to hash out problems, and to anticipate upcoming tasks. Generally, these meetings consisted of an update on program activities by the Project Director and the Center for Working Life (social support activities) followed by a discussion on a particular topic.

The Advisory Board meetings were an opportunity for the Union, Merritt College, and Employers to exchange views and provide input on the direction of the program. While not a decision-making body, the Advisory Board functioned as means to identify issues before they became problems, assist in building a spirit of positive cooperation between labor and management, and build the commitment for an ongoing program after the grant period.

During the set-up period of the grant, the Advisory Board met on a monthly basis. For the remainder of the time, the Board met every two to three months. All parties involved reported that they felt these meetings were fruitful and that the group "gelled" as a working body.

Monthly Project Meeting

The Monthly Project Meeting was a designed to bring together those executing the program (Project Director, CWL, Instructors, Counselors, and Learning Advocates), Union staff, and the Assistant Dean from Merritt College. These were "nuts and bolts" meetings where upcoming tasks and issues were identified, decisions were made in such areas as class focus and recruitment strategies, and problems were addressed. In practice, these meetings served as a primary means of communication between the Union and Merritt College.

Role of Project Director

Between scheduled meetings, the Project Director was in communication on a regular basis with all of the involved organizations. Monthly reports were prepared for the Joint Council and periodic updates were sent to the Workplace Education Coordinator of the Education Department of SEIU International who provided technical assistance and guidance. As needed, the Project Director met with the Assistant Dean at Merritt College to develop course outlines or work out various logistical details. Having administrative liaisons at each facility worked well in terms of accessing resources and handling day-to-day problems that arose. The Program Coordinator at the Center for Working Life submitted monthly reports summarizing the activities of the Learning Advocates and Counselors and worked closely with the Project Director in preparing for Curriculum Committee Meetings.

OBSTACLES:

More Union Staff Involvement Needed in Program Set-up

A number of logistical difficulties encountered in establishing the program at the hospitals were due, in part, to the Project Director's unfamiliarity with who to talk with or how arrangements have been made in the past. Because an orientation on the Health Care Skill Builders Program was not provided for the field staff of either Locals 250 or 616, it was difficult prior to the actual offering of classes to get the needed assistance from Union staff. Given their existing relationships with administrators at the hospitals and knowledge of the collective bargaining agreements, Union staff and officers could often resolve potential problems quickly.

This problem was rectified after the establishment of regular meetings between the Project Director and the Secretary-Treasurer of Local 250. She was able to delegate responsibility for particular forms of assistance within the staff or suggest appropriate sources for needed information.

Negotiations with Employers

The three months allotted for program set-up proved to be a tight time frame for concluding agreements with the hospitals concerning policies related to employee participation and other logistics. With Kaiser and Alameda County, agreements were reached with only a few weeks remaining to select Learning Advocates, conduct training, and recruit students. The key issue impeding negotiations was obtaining release time for at least one half of class time.

At Kaiser, an agreement was reached whereby participating workers could use "Paid Education Leave" time (a provision of current collective bargaining agreement) for half of class time (2 hours per week). Alameda County (Highland and Fairmont) did not provide any release time.

Line Supervisors

The negotiations and Skills Assessment Interviews conducted in the set-up phase of the program were done primarily with upper level managers at the hospital. While it was appropriate to work with administrators and department heads in this initial period, not enough attention was paid to gaining the participation and commitment of line supervisors.

RECOMMENDATIONS:

1. Use program funds to pay for Instructors. By establishing a "contract education" financial arrangement with the Community College, pressure to maintain certain class sizes can be eliminated.

2. Provide orientation to all Union field staff on nature and needs of program prior to set-up period.

3. Designate one Union official to be the liaison to the workplace education program. This person can facilitate participation by other Union staff in all levels of program development and execution.

4. Involve Union staff in arranging logistical details during program set-up. Union officials and field representatives have established relationships with hospital administrators as well as a working knowledge of facility operations and the collective bargaining agreements. This is especially crucial if the Project Director does not have previous experience working in a labor union.

5. In conjunction with employers, provide orientation to line supervisors. This orientation could take place at meetings dedicated to this topic or presentations can be made a regularly scheduled supervisory/departmental meetings at the facility. Make sure that administrators stress to line supervisors the need for flexibility and support in relation to the education program.

Program Participants: Characteristics and Outcomes

I. CHARACTERISTICS

A. Job Classification and Union Membership of Participants

This breakdown shows a very broad range of job classifications represented in the classes offered by the Health Care Skill Builders Program. The increase in participation by members of Local 616 in the 2nd and 3rd cycle reflect, in part, the constituency of the Learning Advocates who were involved and the nature of classes offered. Clearly the Test-Taking Skills class drew a much larger number of workers in clerical job classifications.

B. Student Profile

A summary of information gathered in the Community College registration process, the data reveals the following:

Gender: Large majority female. Partially a reflection of the hospital workforce and additional subjective factors that made it more difficult to draw men into the classes.

Age: Wide range of ages represented. While it is not known if these number reflect age distribution in the workforce, the fact that 46% of participants were above 40 years old suggests impact of reaching those who have been away from formal schooling for a significant period of time.

Educational Objectives: 55% identify either Basic Skills or Job Skills as objective. Remainder wide range of reasons.

High School Graduates: At least 80% of participants high school graduates

Citizenship: 62% of participants U.S. citizens

Primary Language: Approximately 60% use English as primary language

Ethnicity: Approximately equal number of African-American and Hispanic (Spanish-speaking) with additional representation of wide variety of cultures. Reflects diversity of Alameda County and hospital workforce

C. Retention

This chart summarizes the retention rate for each class (based on number receiving credit for class) and the reasons for dropping out by those not receiving credit. The information on non-completers was compiled by the Learning Advocates and Counselors.

The overall retention rate for the program (those receiving credit) was 72%

Pilot Class:	44%
1st Cycle:	60%
2nd Cycle	80%
3rd Cycle	84%

While it is not possible to identify precisely all the factors leading to the rise in the retention rate, experience indicates that increased skill and participation by Learning Advocates, a deeper understanding of the workers' educational needs, and longetivity of program were among the contributing factors.

Further treatment of retention and the various reasons for non-completion can be found in the Final Evaluation Report. The External Evaluator interviewed a number of non-completers as well as Program Staff to understand issues impacting completion of classes.

II. PARTICIPANT OUTCOMES

Student post-class evaluations, anecdotal data gathered by program staff (Learning Advocates, Counselors, and Instructors), interviews by the external evaluator, and feedback from Union staff and employers indicate outcomes achieved by participants in the following areas:

Workplace Performance

1. Student evaluations often cited increased confidence in use of reading and writing on the job. (charting, writing memos, transcription, etc)

2. ESL students report improvement and greater confidence in oral communication with patients, co-workers, and supervisors.

3. A participant at Highland Hospital organized a training for the Housekeeping staff on AIDS-related hazards after a class on that topic. (Provided by SEIU Western Region Health and Safety Trainer)

4. Numerous accounts by supervisors of improvement in written and oral communication on job and decrease in errors (punctuation, following written directions, editing memos, answering phones, etc.)

Test-taking/Job Upgrade

1. At least twelve participants passed Civil Service Exams or Entrance Exams to health care related programs at Community College. Many more are planning to take Civil Service Exams on scheduled dates in future.

2. At least three participants moved up to higher job classifications during or after taking class.

3. Increased confidence/knowledge in application, oral interview, and test-taking process in Alameda County Civil Service system.

4. Several students in higher level ESL class applied for jobs listed as requiring bilingual skills.

5. The Instructor at the San Lorenzo Adult School CNA training program reported an increase in the written and oral English skills by program participants. English skills are needed to enter and complete CNA training program.

6. A number of workers reported a new-found interest in upgrading job classifications after taking classes, overcoming reluctance based in age, skill-level, or self-esteem issues.

Educational Objectives

1. A large number of participants have plans to pursue additional education and training at other institutions.

2. Many students reported an increased confidence in their ability to learn.

Union Participation

1. One student and one Learning Advocate became Shop Stewards during their time in program.

2. Classroom presentations and activities led to a greater understanding of services provided by the Union, particularly for students in ESL classes. The increased language skills of participants and information on rights in curriculum led to requests for Union assistance with problems at work and increased the workers' initiative in addressing health and safety issues on the job.

3. Participating workers are now using writing more in communication with Union and Employer in situations that required assistance or reliance on verbal communication in past. (response to Employee Performance Evaluation Reports, filing grievances, letters to supervisors requesting time off, etc.)

Family/Personal

1. Many students reported an increased in self-esteem due to class participation.

2. Post-class comments by participants, particularly those in the ESL classes, highlighted enhanced confidence in speaking and sharing ones thoughts at work, in public, and at home.

3. There were many reports of greater involvement with children's education such as helping with homework, meeting with teachers, or attending PTA meetings.

3. Workers' participation in the program inspired other family members to pursue further educational opportunities.

5. The ethnic diversity of workers in the program and the ongoing exchange in classroom discussions led to a heightened understanding and appreciation of other cultures.

Learning Advocate Outcomes

In addition to the above list, it is important to highlight the impact on the work and home lives of the Learning Advocates Reported and observed changes for the Learning Advocates included:

- Increased interest in pursuing further education. Four out of the seven Learning Advocates are currently enrolled in community college classes.

- Enhanced confidence in leadership skills. Two of the Learning Advocates are representing their respective units on the Union negotiating team in bargaining with Alameda County (August/September 1992)

- One Learning Advocate became a Shop Steward during the time of serving in the program. She attributes her involvement with the Workplace Education Program as a factor in giving her the confidence and skills to perform that job.

- Effect on families. One Learning Advocate's spouse who has worked for 35 years without wanting to learn English has organized a class a his worksite. Another Learning Advocate's daughter has decided to return to school after dropping out several years ago.

- Continuing role at the workplace. The Learning Advocate report that many workers continue to seek out their assistance with work-related writing tasks and to lodge requests for classes. It is likely that one of the Learning Advocates at Highland Hospital will be a member of the joint labor-management committee forming there to discuss future basic skills and job training programs.

Future Outcomes

To fully understand the impact of participation by workers in classes offered by the Health Care Skill Builders Program, a longitudinal study would needed. Changes in the form of enrollment in additional classes, job upgrades, successful attempts at passing Civil Service Exams, and the like, will take place for some time to come.

Additional analysis and discussion of participant outcomes can be found in the Final Evaluation Report (Appendix I)

Health Care Skill Builders
Job Classification and Union Membership of Participants

The Health Care Skill Builders program served 188 students.

LOCAL 250, SEIU

CNA	21
Dental Asst.	2
Environmental Svcs.	52
Food Service Worker	4
Home Health Aide	1
HST/Nurse Asst.	10
Laundry Svc. Worker	3
Linen Room Worker	1
LVN	6
Medical Assistant	4
Nurse Assistant	24
Nurse Asst. Driver	3
Nurse	1
Occup. Therapy Aide	2
Psychiatric Attendant	1
Storekeeper I	1
Currently not working	5
	141

LOCAL 616, SEIU

Account Clerk II	2
Billing Clerk	3
Clerk	2
Clerk II	10
Clerk II PBX Operator	1
Data Input Clerk	3
Eligibility Tech	1
Medical Clerk	1
Messenger	1
Payroll Records Clerk	1
Public Works Inspector	1
Specialist Clerk	9
Staff Coord. Clerk	1
Stenographer	1
Stenographer II	1
Supply Clerk II	1
	39

LOCAL 28
Hotel Employees and Restaurant Employees Union

Nutrition Aide	1

LOCAL 29
Office and Professional Employees International Union

Receptionist	2

OTHER

Not an SEIU member/ hospital employee	5

PILOT CLASS (Jun. - Aug. 1991)

18 people enrolled, from the following job classifications:

LOCAL 250

Environmental Services	14
Storekeeper I	1
Medical Assistant	1
	16

LOCAL 28

Nutrition Aide	1

LOCAL 29

Receptionist	1

CYCLE ONE (Oct. - Dec. 1991)

1. *Kaiser/Oakland, Math Skills Upgrade:*

15 people enrolled, from the following job classifications:

LOCAL 250		LOCAL 28	
Environmental Services	10	Food Service Worker	1
Medical Assistant	3		
Psychiatric Attendant	1		
	14		

2. *Fairmont, English Skills Upgrade:*

25 people enrolled, from the following job classifications:

LOCAL 250		LOCAL 616	
Environmental Services	7	Billing Clerk	1
Laundry Service Worker	2	Medical Clerk	1
Food Service Worker	1	Messenger	1
Linen Room Worker	1		3
HST/Nurse Asst.	4		
Nurse Assistant	1		
Nurse Asst. Driver	1		
CNA	3		
LVN	2		
	22		

3. *Highland, English Skills Upgrade:*

18 people enrolled, from the following job classifications:

LOCAL 250		LOCAL 616	
Environmental Services	9	Specialist Clerk	1
Nurse Assistant	2	Data Input Clerk	1
	11	Billing Clerk	1
		Supply Clerk II	1
		Clerk II	3
			7

CYCLE TWO (Jan. - Apr. 1992)

1. Fairmont, English as a Second Language

17 people enrolled, from the following job classifications:

LOCAL 250		**NOT IN UNION**	
Environmental Services	1	Not a hospital employee	1
HST/Nurse Asst.	1		
Nurse Assistant	8		
CNA	4		
Currently not working	2		
	16		

2. Fairmont, Reading and Writing Skills Upgrade

13 people enrolled, from the following job classifications:

LOCAL 250		**LOCAL 616**	
Environmental Services	3	Clerk II	1
Food Service Worker	1	Receptionist	1
Occupational Therapy Aide	1		2
HST/Nurse Asst.	2		
Nurse Asst. Driver	1		
CNA	2		
LVN	1		
	11		

3. Highland, Reading and Writing Skills Upgrade

15 people enrolled, from the following job classifications:

LOCAL 250		**LOCAL 616**	
Environmental Services	5	Clerk	1
Nurse Assistant	1	Clerk II	1
CNA	1	Data Input Clerk	1
Home Health Aide	1	Staff Coord. Clerk	1
Dental Assistant	1	Billing Clerk	1
	9	Specialist Clerk	1
			6

CYCLE THREE (May – Jul. 1992)

1. *Fairmont, English as a Second Language*

29 people enrolled, from the following job classifications:

LOCAL 250	
Environmental Services	1
Food Service Worker	1
Laundry Svc. Worker	1
Nurse Assistant	11
HST/Nurse Asst.	1
CNA	7
LVN	1
Currently not working	3
	26

NOT IN UNION	
Not a hospital employee	3

2. *Fairmont, Test Taking Skills*

20 people enrolled, from the following job classifications:

LOCAL 250	
Environmental Services	2
Nurse Assistant	1
Nurse Asst. Driver	1
HST/Nurse Asst.	2
CNA	2
LVN	2
Nurse	1
Occupational Therapy Aide	1
	12

LOCAL 616	
Clerk II	3
Specialist Clerk	2
Data Input Operator	1
Public Works Inspector	1
Eligibility Tech	1
	8

3. *Highland, Test Taking Skills*

18 people enrolled, from the following job classifications:

LOCAL 250	
CNA	2
Dental Assistant	1
	3

NOT IN UNION	
Not a hospital employee	1

LOCAL 616	
Clerk	1
Clerk II	2
Clerk II PBX Operator	1
Specialist Clerk	5
Account Clerk II	2
Payroll Records Clerk	1
Stenographer	1
Stenographer II	1
	14

Health Care Skill Builders

Student Profile

All Program Participants, June 1991 – July 1992

Below is an aggregate of key demographic data on all registered participants of the Health Care Skill Builders Program. For a more detailed breakdown of this information by cycle or by class, see Appendix IV.

1. Student Gender

Male	35
Female	153
TOTAL	188

2. Student Age

20–29	27
30–39	73
40–49	54
50–59	30
60–69	4
TOTAL	188

Health Care Skill Builders
Student Profile
All Program Participants, June 1991 – July 1992

3. Educational Objectives

No Answer	29
BA with AA	4
BA w/o AA	3
Voc'l. AA	5
Gen. Ed AA	4
Job Skills	36
Basic Skills	67
Maintain Certificate	9
Personal Dvpt.	14
Career Dvpt.	1
Undecided	16
TOTAL	**188**

4. High School Completion

No Answer	15
HS grad	110
Did not graduate	35
GED test	11
AA	3
BA/higher	8
Foreign HS	6
TOTAL	**188**

Health Care Skill Builders
Student Profile
All Program Participants, June 1991 – July 1992

5. High School Last Attended

Did not attend HS	7
In the Peralta District	38
In Alameda County	5
In California	23
Out of State	37
Foreign Country	71
No Answer	7
TOTAL	**188**

6. Citizenship

U.S. Citizen	118
Perm. Immigrant Visa	45
Amnesty Visa	13
Refugee Visa	4
Other Visa	2
No Answer	6
TOTAL	**188**

7. Do you speak English more often than any other language?

Yes	114
No	71
No answer	3
TOTAL	**188**

Health Care Skill Builders
Student Profile
All Program Participants, June 1991 – July 1992

8. Ethnic Group

African American	69
Native American	4
White	6
Filipino	8
Pacific Islander	2
Indian Subcontinent	1
Asian	1
Vietnamese	3
Laotian	2
Chinese	8
Hispanic	20
Mexican	13
Central American	22
South American	5
Puerto Rican	1
Cuban	1
No Answer	22
TOTAL	**188**

Health Care Skill Builders – Retention

TOTAL RETENTION: 188 enrolled, 135 received credit: 72%

	Starting Enrollment/ # Receiving Credit	Family/ Personal Conflict	Scheduling Conflict	Health Reasons	Too Hard	Too Easy	Needed ESL	Chose Other Educ. Oppor.	Didn't Like Class	Other/ Reason Unknown
PILOT CLASS	18/8 (44%)	0	1	1	2	1	1	1	3	0
K/O Math Upgrade	15/8 (53%)	1	0	2	0	1	0	1	2	0
FM English Upgrade	25/13 (52%)	3	2	0	0	1	4	0	0	2
HGH English Upgrade	18/14 (78%)	1	1	0	0	1	0	1	0	0
FM ESL	17/16 (94%)	0	1	0	0	0	0	0	0	0
FM Reading/ Writing	13/8 (62%)	3	1	0	0	0	0	0	0	0
HGH Reading/ Writing	15/12 (80%)	0	1	1	0	0	0	0	0	0
FM ESL	29/23 (79%)	1	1	0	3	0	0	0	1	0
FM Test Taking	20/18 (90%)	1	0	0	0	0	0	0	0	1
HGH Test Taking	18/15 (83%)	1	0	1	0	0	0	1	0	0

Dissemination Activities

Distribution of Materials Produced by Program

1. The Curriculum Guide produced by Health Care Skill Builders and other program-generated materials (IEP, Educational Opportunity Guide, evaluation instruments, etc.) will be distributed to SEIU Locals nationwide and other interested parties by the Education Department of the Service Employees International Union. With over a million members, SEIU represents more health care workers than any other labor organization.

2. The Educational Opportunities Guide produced by the program will be distributed for use to the Field Representatives, Shop Stewards, and Members of all appropriate Locals of the Northern California Joint Council of Service Employees #2. The Joint Council represents over 90,000 workers in Northern California.

   In addition, the Counseling Office of Merritt College (Education Partner) has requested copies of the Educational Opportunities Guide for use by their staff.

3. Learning Advocate Training Manual, created by the Center for Working Life for use in Health Care Skill Builders Program, will be made available to interested programs nationwide by CWL. Requests for the Manual should be addressed to: Center for Working Life, 600 Grand Avenue, Suite 305, Oakland, CA 94610, (510) 893-7343.

4. Working Words and Education That Works, publications of writings by participants, have been distributed to officials and agencies in Alameda County, Peralta Community College District, and to workplace education programs around the country.

5. Copies of the Final Performance Report, Final Evaluation Report by the Northwest Regional Educational Laboratory, and other products produced by the program will be sent to:

   * Clearinghouse on Adult Education and Literacy
     U.S. Department of Education

   * Curriculum Coordination Center Network

   * ERIC Clearinghouse on Adult, Career, and Vocational Education

Conference Presentations

1. Presentation on program by Peter Simon, Project Director at "Training Other Trainers Conference" of the Labor Occupational Health Program, University of California, Berkeley, May 1992. Focus of conference was adapting Hazardous Materials Training for low-literate workers.

2. Participation on panel, "Building a Quality Workforce," by Project Director at Federal Personnel Management Conference sponsored by the Federal Personnel Council of Northern California, March 1992.

3. Presentation of paper by Peter Simon, "Designing and Running a Worker-Centered Workplace Education Program" at Annual Conference of American Anthropology Association, December 1992. Paper to be published by Society for Anthropology of Work.

Articles About Program

Spears, Patricia, "Education in the Workplace-Bay Area Style", The ASTD Reporter, American Society of Trainers and Developers, San Francisco, CA, January 1992

Additional

Participation by Project Director, Instructor, and Learning Advocate from the Workplace Education Program and Center for Working Life staff in the "Workplace Education Task Force" part of the Oakland Mayor's Literacy Planning Process. (1991-1992) The Planning Process is an effort to utilize community input to develop a "Literacy Plan" for the City of Oakland.

Evaluation Activities

The external evaluation of the Health Care Skill Builders Program was originally to be conducted by the National Center for Research in Vocational Education (NCRVE) at the University of California, Berkeley. For reasons outlined below, The relationship between the Joint Council and NCRVE was terminated by mutual agreement on October 2, 1991. Following this development, the Northwest Regional Educational Laboratory in Portland, Oregon was contracted to develop and conduct an evaluation of the program.

Work Performed by NCRVE

In accordance with the Evaluation Plan contained in the grant proposal, staff from NCRVE performed the following tasks in the period of March 1, 1991-October 2, 1991:

1. As part of the formative evaluation process, NCRVE staff attended various curriculum planning, Advisory Board, and Monthly Project meetings.
2. NCRVE staff interviewed the Project Director on a monthly basis to chronicle program development issues.
3. NCRVE staff interviewed several key Union officials and employers representatives.
4. Two NCRVE staff attended all sessions of the Pilot Class. (July-August, 1991)
5. NCRVE staff conducted several interviews of participants outside of class.
6. One Interim Evaluation Report was submitted to the Project Director on June 3, 1991.

Issues Between SEIU and NCRVE

Basically, beginning with the observation of the Pilot Class by NCRVE staff (graduate students), disagreements emerged regarding the extent and role of evaluators in the classroom and practices that were felt by the Union to be potentially harmful to the effectiveness of the program. The following is a summary of the particular issues that arose:

1. Number of Evaluators in the Classroom.

The Evaluation Plan called for observation of the classroom process. NCRVE felt that it was necessary for two graduate students to attend all the sessions of the Pilot Class to correlate their observation techniques in preparation for evaluating classes during later cycles. In practice, having two outside observers writing notes in the classroom effected the atmosphere of safety for the participating workers. It was felt by the Union that only one evaluator should be present at any time in the classroom.

2. Amount of Time in Classroom

While NCRVE staff stated a need to observe all the class sessions (in the Pilot Class and subsequent cycles), questions were raised by the Union and Workplace Education Program staff as to whether the program's evaluation needs would be served by such an extensive presence of observers in each class.

3. Tape Recording of Classes and Student Interviews

NCRVE staff expressed a desire to tape record all class sessions and interviews with participants. Based in prior practice and a regard for the confidentially of participants, the Union forbid NCRVE from using tape recorders in any of these settings.

4. Redundancy of Evaluation and Program Activities

Problems developed around the interviewing of students by evaluators regarding their goals for taking the class. While important information, it was felt by the program staff, the Counselors in particular, that these interviews involved similar questions to those raised in the Individual Education Plan interviews. Proposed was a sharing of relevant, non-confidential information from the IEP interviews with NCRVE staff rather than asking the workers to answer the same questions twice.

5. Control/Decision-Making Regarding Evaluation Activities

An underlying issue in all of the above areas was a disagreement over the role of NCRVE as evaluation subcontractors, hired to serve the program and their agenda as researchers with their own criteria and needs. Tensions developed over interpretation of the implementation of the Evaluation Plan and with whom final decisions were to be made concerning these activities.

Decision to Terminate Relationship

A series of meetings were held in September, 1991 between representatives of the Joint Council, Local Union, Workplace Education Program staff, and representatives from NCRVE to attempt to resolve the above outline areas of disagreement. In a final meeting on October 2, 1991, it was decided by both sides that the differences were too great to come to a mutually satisfactory agreement. NCRVE withdrew as the evaluation contractor at this time.

Resolution of the financial relationship between SEIU and NCRVE was reached with the assistance of the legal staff of SEIU International and the University of California. Budget revisions and a summary of these changes was submitted and approved by Program and Grant Officers at the Department of Education.

New Evaluation Plan Developed With NWREL

In October, 1991, the Northwest Regional Educational Laboratory in Portland was contacted about assuming responsibility for performing the evaluation of this program. NWREL has had extensive experience in both coordinating and evaluating demonstration workplace literacy programs.

In an initial meeting between Union staff and Dr. Stephen Reder of NWREL, it was decided to develop and implement a two-phased, participatory evaluation process. A summary of that process is as follows:

1. Phase One: Stakeholder Interviews

Conducted by the Workplace Education Program and NWREL staff, these interviews focused on two questions:

A. What would be indicators of success of this program from your point of view?

B. What might be obstacles to achieving these objectives?

These questions were posed to participants on all levels: Students, Union officials and staff, Community College representatives, Employers, CWL staff, Instructors, Counselors, Learning Advocates, and the Workplace Education Program staff. The NWREL staff person responsible for the evaluation, summarized the data from these interviews and prepared a "Participatory Evaluation Plan". This summary and the Evaluation Plan can be found in the Final Evaluation Report, Appendix I.

2. Phase Two: Collection of Data

The Evaluation process was based on the concept of gathering information from a number of sources and involving the participating workers and program staff in the collection of data. A summary of this process, "Means of Tracking Student Data and Outcomes", can be found on page 85. On pages 86-90 are additional instruments used in the evaluation.

In addition, NWREL staff conducted two site visits (April and July, 1992) to interview a range of Stakeholders, visit classes, Curriculum Committee Meetings, and review data being collected.

3. Final Evaluation Report

The Final Evaluation Report is attached as Appendix I.

SEIU Workplace Education Program
Health Care Skill Builders

Participatory Evaluation Plan
February 1 - August 31, 1992

TABLE 1. EVALUATION OF PROGRAM GOALS

Goals	Info. Sources	Methods	Who Collects
I. Worker Training			
Involve workers, union, management in i.d. of needed skills, recruitment, instructional design & delivery, & evaluation	Workers, management, union, WEP staff (incl. LA's, counselors, teachers)	Advisory Board mtgs. Needs assessment Stakeholder interviews IEP's Staff meetings Class discussions	WEP Coord. WEP Coord. WEP Coord., NWREL Counselors WEP Coord., NWREL Teachers/LA's
Create training that addresses learners' goals	Learners	IEP's	Counselors
Create training that increases learners' reading/writing skills	Teachers, learners, LA's	Portfolios (pre/post) Anecdotes Interviews	Teachers WEP staff NWREL
Create training that increases learners' English communication skills (ESL)	Teachers, learners, LA's	Pre/post assessments Anecdotes Interviews	Teachers WEP staff NWREL
Create training that encourages pursuit of further ed./training	Learners, LA's	IEP's Anecdotes Interviews	Counselors WEP staff NWREL
Create training that prepares workers for job mobility/promotions	Learners, management, union	IEP's Anecdotes Interviews	Counselors, NWREL WEP staff NWREL
Create training that provides union info. and increases union involvement	Learners	Class evaluations Anecdotes Interviews	WEP staff WEP staff NWREL

Create training that enhances workers' self-esteem and sense of personal power	Learners	Interviews Anecdotes/observations Class evaluations	NWREL WEP staff
II. Program Model			
Create effective training/support teams	Teachers, counselors, LA's, WEP Coord., CWL staff	Interviews Mtg. minutes	NWREL WEP Coord.
Strengthen Labor/Management collaboration	Union, management, WEP/CWL staff	Interviews	NWREL
Lead to devel. of other union-based ed. progs.	Union, WEP/CWL staff	Interviews Meetings	NWREL WEP Coord.

SEIU Workplace Education Program
Health Care Skill Builders

Participatory Evaluation Plan
February 1 - August 31, 1992

TABLE 2. MEANS OF TRACKING STUDENT DATA AND OUTCOMES

Data/Outcomes	Means	By Whom	When
Student Demographic Info	Community College Registration	WEP staff	2nd week of class cycle
Student Job Info (class, dept, seniority, shift)	Class Sign-up Form	WEP staff	Beginning of each class cycle
Attendance	Attendance Form	Instructor	Throughout cycle
Retention	CC credit given & program records	Instructor, WEP staff	End of each class cycle
Change in goals	IEP (pre/post)	Counselor	Beginning & end of class cycle
Overcoming identified barriers	IEP	Counselor	Beginning & end of class cycle
Writing improvement	Portfolio	Instructor & learner review/assessment	Pre/post writing sample & throughout cycle
Reading/Writing Uses/Attitudes	Student-generated assessment (list)	Instructor	2nd week of class & last week of class
LA contact with workers	Contact Log	Learning Advocates	Throughout cycle
Counselor contact with workers	Contact Log	Counselors	Throughout cycle
Reasons for dropping class	Phone follow-up Personal contact	Counselors LA's	After "x" time not coming to class
Student satisfaction with class	Student-generated end of class evaluation	Counselor	Last week of class cycle
OUTCOMES > see "Outcomes" form attached	Outcome tracking form	LA's, Counselors, Instructors---Compiled by WEP	During and after class cycle

SEIU Workplace Education Program
Health Care Skill Builders

Participatory Evaluation Plan
February 1 - August 31, 1992

TABLE 3. EVALUATION ACTIVITIES TIMELINE

Activity	Participants	Completion Date
Finalize Evaluation Plan based on January evaluation meeting and initial interviews	WEP staff, NWREL	March 13, 1992
Collect student data and outcomes (see attached chart)	WEP staff (incl. counselors, LA's, teachers)	Ongoing
Review IEP's and other student data as it becomes available	NWREL, WEP Coord.	Ongoing
Hold periodic phone discussions to provide technical assistance/ formative project evaluation	NWREL, WEP Coord.	Ongoing
Design stakeholder interview questionnaires	NWREL (with input from WEP Coord.)	March 31, 1992
Develop specifications for data aggregration	NWREL, WEP Coord.	April 30, 1992
Conduct two site visits to meet with project staff, observe classes, and interview stakeholders (esp. learners from previous class cycles)	NWREL, WEP staff	Early April & early July (4 days each)
Analyze data collected	NWREL (based on aggregation by WEP staff)	Ongoing
Prepare final evaluation report	NWREL	August 21,1992

STUDENT EVALUATION

Facility______________________ Class__________________ Date_______

BESIDE EACH OF THE STATEMENTS BELOW, PLEASE INDICATE WHETHER YOU STRONGLY AGREE (SA), AGREE (A), DISAGREE (D) OR STRONGLY AGREE (SD)

SA A D SD

1. I enjoyed my class. [] [] [] []

2. I learned a lot in my class.

3. I feel my participation in this class was valuable to me.

4. The teacher was helpful in making lessons relevant to my life.

5. The teacher was responsive to my concerns.

6. The teacher encouraged participation and discussion.

7. It was helpful to have a Learning Advocate as part of the program.

8. The Learning Advocate encouraged me to be in the class.

9. I learned more about the union from the Learning Advocate.

10. It was helpful to have a counselor in the class.

11. Doing an Individual Education Plan with the counselor was useful for me.

12. The counselor was a source of valuable information.

13. When we used material that related to work I found that it was more useful and that I learned it more easily.

14. I found the handouts of materials useful.

15. Taking this class has increased my self confidence.

16. While participating in this program I have become aware of more possibilities for myself.

17. I have been able to identity some goals for myself in the course of this class.

18. I have broadened my goals from being in this class.

19. Taking this class has helped me to feel more prepared to go into other learning situations.

20. Being in this class has helped me to decide to continue my education, take more classes, etc.

21. I can see changes in my skills as a result of what I've learned in this class.

22. I can see specific ways that I have applied what I have learned in class to work or home.

23. It is important to me that the union sponsor programs like this.

24. I think this program should continue and expand to offer a greater variety of classes.

25. I would take more classes if they were offered.

26. I would have had a much harder time going to school if classes were not held at the workplace.

Please answer the questions below. This information will help make this program more effective in the future. It's OK to be brief or just list comments.

1. What did you like about the class? Be specific.

2. What have you learned in this class that you have been able to use at work, at home, to prepare to take a civil service test, etc.?

3. From your point of view, what do workers at this facility stand to gain from this kind of program?

4. What could have made this class more useful to you? Examples.

5. If any goals in your life have changed, how has this class been a part of changing your goals (if it has).

Changes in Key Personnel

Other than the previously noted changes in Learning Advocates due to scheduling issues and the hiring of part-time Community College instructors to teach specific classes, there were no changes in key personnel.

Appendix I

FINAL EVALUATION REPORT

Health Care Skill Builders
Service Employees International Union (SEIU)
Workplace Education Program
(Northern California Joint Council of Service Employees #2)

Participatory Evaluation
Final Report

by
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August 31, 1992

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Literacy, Language and Communication Program

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Service Employees International Union (SEIU)
Workplace Education Program
Health Care Skill Builders

Participatory Evaluation
Final Report
August 31, 1992

I. Introduction

> It's giving me a more positive outlook about myself and my educational goals--I can obtain them. Just needed that push! I actually feel more comfortable on the job--lots of memos and correspondence with patients. And the best joy of all--it seems like I have a little high regarding my personal esteem!
>
> Learner, SEIU Workplace Education Program

Evaluation is a critical component in the success of any training program. Participants as well as providers need to see growth in skills and knowledge to justify the energy and expense they invest. Working adults in particular--who have multiple demands on their time and energy--must be able to see some progress toward their goals; if not, they will pragmatically choose to withdraw from the training. Good instructors are constantly assessing learner progress to plan effective instruction. Employers, unions, and educational institutions which sponsor training for working adults also need some measure of progress in order to continue to provide the service.

The Service Employees International Union (SEIU) Workplace Education Program is a project of the Northern California Joint Council of Service Employees #2 in partnership with Merritt Community College, Peralta Community College District. It has been partially funded by a grant from the National Workplace Literacy Program of the U.S. Department of Education. Over the last year, the program offered classes at the worksite at Highland General Hospital and Kaiser-Permanente in Oakland, California, and at Fairmont Hospital in San Leandro, California. A pilot and three cycles of three classes were offered. The classes, which ran for 12 weeks, meeting 2 hours twice a week, included:

Pilot (Jun.-Aug. 1991) (Kaiser)

Cycle 1 (Oct.-Dec. 1991):
- Math Skills Upgrade (Kaiser)
- English Skills Upgrade (Fairmont)
- English Skills Upgrade (Highland)

Cycle 2 (Jan.-Apr. 1992):
- English as a Second Language (Fairmont)
- Reading & Writing Skills Upgrade (Fairmont)
- Reading & Writing Skills Upgrade (Highland)

Cycle 3 (May-Jul. 1992):
- English as a Second Language (Fairmont)
- Test-Taking Skills (Fairmont)
- Test-Taking Skills (Highland)

Classes were held on workers' own time, after the day shift. Program participants represented many different classifications of workers throughout the hospitals, nearby convalescent facilities, and various workplaces in the Alameda County system. They are members of three locals of SEIU: Hospital and Health Care Workers Local 250, United Service Employees Local 616, and Health and Human Services Local 535.

This Final Report of the Participatory Evaluation conducted for the SEIU Workplace Education Program (WEP) is based on information gathered by WEP staff since the initiation of this 18-month demonstration program in March 1991 and evaluation activities conducted by the Literacy, Language and Communication Program of the Northwest Regional Educational Laboratory (NWREL) together with the WEP during the period from February 1 through August 31, 1992. Due to limitations of time and resources, the pilot and math classes at Kaiser-Permanente have not been included in this evaluation. Clearly, program staff drew upon their experiences at Kaiser as they developed and provided subsequent classes. Much more could be learned from a careful study of that early stage in the program's development.

II. Methodology

Participatory Evaluation

Workplace literacy training programs present particular challenges for evaluation due to the variety of work contexts and job skills applications for which participants may be preparing. It is often difficult to link skills taught to short-term job performance changes. There are a number of reasons for this. Clear definitions of the literacy skills required to do specific jobs are often lacking. Valid and reliable measures that link learning gains to productivity (increased quality, output or lower staff turnover) are only beginning to be developed (U.S. Department of Education, 1992). Skill acquisition, particularly language acquisition or improvement, is a gradual process, often requiring time for the learner to internalize the knowledge before being able to apply it to a variety of contexts. In addition, employers may require certain levels of literacy or educational certificates that have limited or no relation to the skills required to do the job. Also, many other aspects of work and workplaces create ambiguity regarding the potential for learners to use their new or improved skills successfully. For example, the current structure of the work (peer reluctance to change "traditional" ways of doing things, supervisor attitudes, the social or physical organization of the work) may impede individual workers' use of new skills in their jobs.

In planning the evaluation of the SEIU Workplace Education Program, we considered these challenges. The resulting plan was **participatory** in nature; that is, program staff, partners and learners played a key role in the identification of program goals to be evaluated and data to be collected, as well as in the actual collection of data and interpretation of results. The perspectives of all stakeholders--representing the different partners in this program (Center for Working Life; Fairmont Hospital and Highland Hospital; Merritt Community College; and SEIU Locals 250, 616, and 535 and the Joint Council) and the different roles (administrators, instructors, counselors, Learning Advocates/peers, and the learners themselves)--have been included in the evaluation. A wide range of data have been used to ensure inclusion of these perspectives: registration data, meeting notes, interviews, Individual Education Plans (IEPs), learners' writing, student evaluations, anecdotes. In this way, the evaluation has not been limited to one particular measure of success.

This participatory design is particularly well-suited to the SEIU program. The program demonstrates the delivery of a worker-centered curriculum using a unique, multi-faceted team model. This innovative model of service delivery is what sets the WEP program apart. The model was created by the Center for Working Life based on extensive experience developing peer support systems with dislocated workers and in other workplace settings. The model identifies peers from among the workers offered the training and trains them to become Learning Advocates (LAs). As discussed further below, these LAs join instructors and counselors to form teams who provide instruction, encouragement and social support services, thus offering a comprehensive program in which learner interests and needs can be fully addressed.

Evaluation Activities

Participatory Evaluation Plan. Working within the larger frame of overall program objectives, when NWREL evaluation staff joined the WEP in January 1991, WEP staff and program partners helped shape the design of the evaluation by identifying specific goals to be evaluated and data to be collected. (A copy of the plan is attached as Appendix A.) The evaluation focused on two levels of program goals: (1) the actual training designed and delivered to workers, and (2) the overall program model of service delivery. Also, as is customary, the evaluation was both formative and summative. Within the time constraints of the contract with NWREL, the evaluation provided ongoing information and suggestions to ensure that the program was addressing learner needs in the most appropriate manner (formative evaluation), and it documented and interpreted participant outcomes (summative evaluation).

Learner participation and outcome data collection. This evaluation was designed to make optimal use of a variety of data and sources of information. The kinds of learner data to be tracked included:

- learner demographic information
- learner job classification
- class attendance and retention
- goals and any changes in them (from beginning to end of course)
- barriers to participation and how they were/were not overcome
- improvements in learners' writing
- attitudes about reading and writing (and changes)
- uses of reading and writing (and changes over time)
- workers' contacts with Learning Advocate and Counselor
- reasons for dropping out
- degree of learner satisfaction with the class

- workers' perceptions of the program model (roles of instructor, counselor, and LA)
- impact of counselor and LA on workers' experience in the program
- outcomes in different arenas of workers' lives: educational, work-related, union involvement, family/personal, job upgrading efforts

The IEPs developed between counselor and learner served as pre-interviews to document learners' goals and any obstacles to participation. Learner writing samples would be collected at the beginning and end of the classes (portfolios) to document any changes in writing skills. Also, as part of these samples learners would be asked to write about their goals and their views of themselves as workers and learners. In class, they would be asked to share examples of how they had applied something they learned in class to their work or life outside of work. These uses of new skills or knowledge would be noted on a chartpak to add to the anecdotal information being gathered by all staff.

Program staff did conduct these activities and, in fact, they provided useful information and interaction for instructional purposes. However, with the exception of the IEPs, documentation of these activities was difficult to obtain. In some cases, staff felt the documentation did not fit in the instructional context. In others, samples were collected and used for instructional purposes, but not gathered in a systematic way to be able to document growth. Some of what was learned through these processes did come out in staff and learner interviews. Appendix B (Learner Goals and Outcome Data) presents the sources of data we have about learner goals and outcomes and the extent of coverage (number and percent of students receiving credit for a class). These numbers are provided to show the foundation for this evaluation report. However, some of the percentages may be misleading. For example, because many students enrolled for more than one class, duplicate IEPs were not conducted beyond the first class. Therefore, the number of IEPs and percent of each class they appear to represent is lower than the actual information available about class participants. Student Outcome information was only compiled when there was a specific outcome to report. Not all learners achieved something to report as an outcome. At the end of the class cycle, students evaluated the class and were asked to respond to a questionnaire about their accomplishments and any changes in their goals. Student Evaluations in some classes were only conducted with half the class. This reflected in part the timing of the evaluation, and in one class (ESL), the fact that a post-assessment was to be given and some students chose not to attend.

As described further below, extensive individual interviews with program participants, staff, union and company (hospital) representatives were a main source of data on learner progress and program effectiveness. With regard to potential worker outcomes, we documented workers' interest in and actual pursuit of further education or training; uses of newly acquired skills and knowledge on the job; increased participation in union activities; changes in family/personal goals and activities, especially regarding education; and test-taking, certification efforts, and applications for job promotions or changes.

The use of multiple indicators of program impact on learners and a range of sources of data provided a comprehensive and more accurate picture of the effectiveness of the program. Because of the many social, organizational and economic forces (noted earlier) that may also influence workers' ability to use their skills and achieve their goals, we did not limit our measures of success to actual certification or job promotions. Rather, we documented efforts to achieve such goals, even if certification or a particular upgrade was not achieved. Individuals' efforts to make changes in their lives may well be an indicator of the program's influence.

Because participants in this program were drawn from a surprisingly wide variety of job positions and departments (35 different classifications, see Appendix C), it was impossible to compare changes in their skills, behaviors and job advancement with any control group. To protect learner privacy and encourage participation, the program was reluctant to require supervisor input regarding job performance. Also, given the limited amount of time some workers participated (12 weeks) and the variety of reasons for participating, it was unrealistic to expect noticeable changes in participants' job performance as a program-wide outcome. However, we did find numerous examples of improvements on the job. Whenever possible, we used multiple sources of information and methods of gathering it to help ensure that the changes documented were real, rather than biased perspectives of individuals. This triangulation--inherent in participatory evaluation--was a strength of the evaluation plan.

The main limitation of this evaluation is the lack of information about workers who may need to upgrade their skills but either chose not to participate or dropped out. (More will be said below about what we do know about reasons for dropping out.) This perspective is nearly always lacking in program evaluation and in the research about adult participation in literacy training programs. Unfortunately, resources were not available to conduct informal discussions with nonparticipants to attempt to obtain that perspective. We did attempt to interview program dropouts, but, as described further below, with little success.

Site visits. NWREL evaluation staff made four site visits to the SEIU WEP: (1) a 1-day exploratory consultation made by Dr. Steve Reder, Director of the Literacy, Language and Communication Program, in October 1991; (2) a 2-day participatory evaluation design visit January 21-22, 1992; (3) a 4-day site visit April 7-10, 1992; and (4) a 4-day site visit July 7-10, 1992. These last three were conducted by Ms. Karen Reed Wikelund, Senior Research Associate. During these site visits, NWREL staff attended program meetings and classes and conducted interviews with the various partners and participants (stakeholders) of the Workplace Education Program.

Stakeholder interviews. The main focus of NWREL evaluation staff efforts was on conducting individual interviews with the six different types of stakeholders in this program: (1) learners who completed at least one cycle of classes; (2) learners who dropped out before completing a cycle; (3) team members (Learning Advocates, counselors, instructors, and administrative staff); (4) union officials; (5) company officials; and (6) community college administrative staff.

These interviews were comprised primarily of open-ended questions which focused on perceptions of the purpose of the program; individuals' goals and progress toward achieving them; applications of skills obtained; future directions regarding job advancement/career development; and delivery and effectiveness of the training provided (with special emphasis on the team model of service delivery). The length of these interviews ranged from 20-30 minutes (with learners) to 1-1/2 hours each.

During the April site visit, staff conducted 30 interviews with a total of 31 individuals. During the July visit, 34 interviews were conducted with 36 individuals. In addition, a telephone interview was conducted with an SEIU administrator in Washington DC. Thus, a total of 65 interviews were conducted with 68 individuals.

A total of 27 **learner interviews** were conducted, representing 26 individuals (one was interviewed twice, in April and in July). The participation of these learners in the program can be described in the following ways:

Hospital class site:
    11 attended classes at Highland General Hospital
    16 attended classes at Fairmont Hospital

Class skill focus:
    6 attended English-as-a-Second Language classes
    17 attended English Upgrade and Reading and Writing Upgrade classes
    7 attended Test-Taking Skills classes
    (These numbers do not equal the total number of interviews because some attended more than one type of class.)

Number of 12-week cycles attended:
    11 attended only one cycle:
        5 attended Cycle 1 only
        2 attended Cycle 2 only
        4 attended Cycle 3 only

    12 attended 2 cycles:
        10 attended Cycles 1 & 2
        2 attended Cycles 2 & 3

    1 attended all three cycles

    2 dropped out

It is important to note that these 27 learner interviews do not necessarily comprise a representative or random sample of all workers who have participated in this program. Only a limited number of learners could be interviewed due to site visit time constraints and individual workers' work schedules and availability. However, because many learners participated in more than one cycle of classes, the learners interviewed represent approximately 30 percent of the total number of learners who received credit for participating in the SEIU WEP classes during the course of the program.

All learner interviews were conducted at the worksite except one which was conducted in a home at the request of the interviewee. Three interviews were conducted in Spanish to allow beginning English speakers to express themselves fully. Interviews were conducted on workers' own time, before or after work, during lunch hour, or during class time. Some participants were so motivated to be interviewed that they returned to the worksite on their day off for the interview.

During the April site visit, an attempt was made to select at least four learners from each of three categories: (1) attended the first cycle of classes; (2) attended the first and second cycles; (3) dropped out. However, it turned out to be difficult to include learners who had dropped out, and of the three who agreed to be interviewed, one reported she had in fact completed the cycle, and one was not available at the scheduled time. During the July site visit, greater emphasis was given to interviewing learners. A total of 20 were scheduled for interviews, again selected from the three categories listed above, and adding individuals who had attended all three cycles, cycles two and three, or just cycle three. Once again, it proved difficult to speak with participants who had dropped out. Scheduled interviews with three individuals who had not completed a cycle did not take place (due to lack of availability at scheduled times). Another learner currently attending the third cycle of English as a Second Language, but who had previously dropped out, was unavailable for the interview. However, two individuals who had dropped out and one who had dropped out and then returned to participate two cycles later were interviewed. One informal (non-scheduled) discussion was held with a worker who had attended one class session and chose not to return. No attempt was made to schedule interviews with non-participants.

Twenty-two **team member interviews** were conducted (11 during each site visit), representing a total of 13 individuals. All team members (Learning Advocates, counselors, instructors, and administrative staff) were interviewed at least once, most twice. Those interviewed at both of the site visits included: three of five Learning Advocates, all three instructors, two of three counselors, and one of two administrative staff.

Seven **interviews with union officials** were conducted, only one of which was a return visit--with the union leader most actively and regularly involved in program planning and monitoring. The six interviewees represented SEIU Locals 250, 616, and 535 and the Joint Council. **Nine company (hospital) officials** were interviewed--five Personnel/Human Resources staff and 4 supervisors. The supervisor interviews were added during the July site visit to obtain the perspective of hospital staff familiar with participants' work. Unfortunately, two of these supervisors were not line managers and thus were too far removed to have directly observed the impact of the program. The **community college administrator** in charge of the Merritt Community College partner role and activities was interviewed twice. Thus, most team members, one learner, one union official, and the community college administrator were interviewed twice. It was especially important for the formative evaluation to interview individuals most heavily involved in the implementation of the program on both site visits. (Appendix D lists interviews conducted. Appendix E includes copies of the six different interview questionnaire forms.)

Ongoing consultation. During the last seven months of this program (February through August, 1992--the evaluation contract period), NWREL evaluation staff maintained frequent phone contact with the SEIU WEP Coordinator, discussing program activities and the collection of data for the participatory evaluation. At the beginning of this period we reviewed and summarized WEP compilations of stakeholder discussions about indicators of program success. We also reviewed Individual Education Plans (IEPs) as they became available, as well as other program materials and documentation (including course outlines, instructors' post-class notes, minutes of meetings, etc.). Learners' goals (as stated in their IEPs) were then included in a revised Stakeholders' Indicators of Success chart and addendum sent to the WEP to facilitate understanding the different perspectives and expectations of the various participants (stakeholders) in this program. (See Appendix F.)

Based on the April site visit and 30 interviews conducted at that time, NWREL staff compiled an interim report focused on (1) learner perceptions and experiences; (2) perspectives of all stakeholders on the purpose and progress of the program and classes; and (3) perspectives on the development, implementation and effectiveness of the team model. The report was part of the formative evaluation process, presenting findings that might be of use to program staff and participants as they entered the last cycle of classes of this federally funded demonstration program. Findings reported then have been incorporated into this final report.

III. Program Objectives

The original proposal for this National Workplace Literacy Program demonstration project included the following major objectives:

1. Design and demonstrate a job-related basic skills curriculum for health care workers.
2. Provide workplace literacy skills for workers with limited English.
3. Assist workers to further their education and training goals, including referral to GED or other programs.
4. Assist workers to upgrade their basic skills so they can advance in their careers.
5. Provide educational counseling and other supportive services to encourage enrollment and retention.
6. Evaluate the project and develop recommendations for implementation by other SEIU unions and hospital employers

For each of these objectives, specific activities and outcomes were identified. (These can be found in Appendix G.) This section of our report is organized to address the results of the program's efforts regarding each of these objectives.

Objective 1: Design and Demonstrate a Job-Related Basic Skills Curriculum for Health Care Workers

This overarching objective encompasses the development, implementation, and effectiveness of the entire program. Objectives 2-5 address very specific aspects of the services delivered. To facilitate the flow of this narrative, in this section we report on the specific design and implementation activities as listed in the project proposal (see Appendix G)--what was done. In section IV. we view the effectiveness of the service delivery model--the impact of the project--through the perspectives of the participants themselves.

Recruit and train adult and ESL instructors. Instructors were recruited and contracted through Merritt Community College. Two instructors were assigned to teach the Cycle 1 English Upgrade classes at Fairmont and Highland. In Cycles 2 and 3, the same instructors continued with the program, teaching the Reading and Writing Upgrade and Test-Taking Skills classes. An additional instructor was hired to teach the ESL classes offered in Cycles 2 and 3.

These instructors received training from the Center for Working Life regarding the development of a worker-centered, work-based curriculum and the development of the team model of instruction and service delivery (incorporating a peer Learning Advocate and a counselor into the classroom activities). Two days of training for instructors and Learning Advocates together was allotted in the original proposal. Unfortunately, during the first two cycles of classes, the program did not have all Learning Advocates identified until just before classes were to begin, thus limiting preparation considerably. By the April site visit, the instructors had 1 day of training. The duties of the instructors were described in a handout of team members' roles (see Appendix H). These included developing competency-based, job-specific curricula, assessing individuals' learning needs, attending training, conducting classes in a worker-centered manner intended to foster self-confidence and independence, and meeting and coordinating with the other team members to address individual and workplace needs. (Team perceptions of training received and needed are found in section IV. below.)

Develop workplace literacy/skill upgrading curriculum. As indicated in the SEIU WEP Final Report, the program did indeed develop a workplace basic skills upgrade curriculum. Three curricula have been designed, demonstrated and refined for further dissemination (ESL, Reading and Writing Upgrade Skills, and Test-Taking Skills). Review of these curricula as products is beyond the scope of this evaluation. Their impact on job performance or career advancement is described further below when we present learner outcomes. Here we shall address some of the lessons to be learned from the curriculum development process.

The original plan included having the Project Director conduct site-specific skill assessments at the beginning of the grant period as a foundation for curriculum development. The Director was also to play a guiding role in the development of work-related curricula. The Director initiated skills assessment interviews with managers of the Nursing, Housekeeping, Materials Management/Storeroom, and Kitchen departments at Kaiser and Fairmont, focusing on problems observed in workers' basic skills, the types of skills needed for specific jobs, and how language issues affect job performance. These initial interviews were at a high management level. Greater emphasis needed to be placed on discussions with mid-level and line supervisors. This did not occur until well into the second cycle of classes and never in a systematic, comprehensive way. To plan for future classes, in November (after Cycle 1 classes had started) a needs assessment survey was sent out with paychecks at Highland General Hospital. The survey targeted Local 616 members in particular regarding writing and editing skills. Approximately 1700 surveys were distributed; about 60 were completed. This very low return convinced staff that further resources should not be expended on this method of needs assessment. However, the 60 respondents did provide information for service development.

Unfortunately, the WEP Director was unable to complete skill assessments in time to use them in curriculum development. This appears to be due largely to demands on his time as coordinator of the project. Start-up of a program such as this with multiple partners (among management and union locals) requires a full-time coordinator to convene planning sessions, maintain open channels of communication, and encourage and facilitate follow-through on commitments.

Instructors were expected to participate in curriculum development. However, of necessity they were required to take on more responsibility than originally intended. As often happens in new workplace basic skills training programs, as well as in community college programs which use part-time instructors, insufficient resources (time/money) were allocated up front for the development of appropriate curricula. Instructors in this program were hired through Merritt Community College for 4 hours of instruction per week for each 12-week class. The SEIU WEP paid them an additional 47.5 hours over the 12 weeks for training time, program meetings, team building, and curriculum development--in other words, an additional 4 hours per week. Experienced workplace literacy curriculum developers estimate that every hour of customized job-related instruction requires a minimum of 3 hours of preparation (Jorie Philippi, personal communication). Even though the use of the peer Learning Advocate in the model of service delivery demonstrated here provides some of the work-related expertise needed for curriculum development, instructors, WEP administrative staff and trainers all agreed that there was insufficient time for curriculum development. Instructors knew very little about the workplaces of their learners and had little time even to tour the hospitals to become familiar with the work environment. Furthermore, they knew little about the role of unions in the workplace.

This lack of resources and experience gave greater significance to the learners' identification of their educational needs and the Learning Advocate's potential role in the design of the curriculum. In keeping with the philosophy of the program (worker-centered, encouraging peer participation and individual empowerment), instructors requested learner input regarding job skill needs. For most learners, however, this required a change in thinking. School for them had always been structured around the teacher as expert and authority figure. This was particularly true for beginning ESL students. The program team model of instruction and service delivery was a major paradigm shift for the team members as well (discussed further below). Active collaboration on curriculum development was an evolutionary process. The instructors had good credentials with years of experience in adult education. They were accustomed to having full responsibility for the classes they taught. Even with the best of intentions, it was not easy to adopt this new model, especially with little advance training.

Throughout the three cycles of classes, each instructor made progress toward understanding and encouraging teamwork and learner participation regarding the development of curriculum and the actual instruction. The three instructors had very different teaching styles. By the end of this demonstration project, each had implemented the model to a different degree. As noted, Cycle 1 classes were called English Upgrade. This attracted a mixture of non-native speakers of English and native speakers wanting to improve their grammar, reading and writing. No separate ESL class was offered. The two instructors attempted to meet the needs of both native speakers of English and ESL students. They found the balance difficult to maintain; the needs of ESL students tended to overshadow those of native speakers, resulting in the latter losing interest in the class. For Cycle 2 a separate ESL class was established at Fairmont. The other two classes (at Fairmont and at Highland) were called Reading and Writing Upgrade to attract native speakers and address their needs more adequately. In these classes attempts were made to include work-related topics as the content of the instructional exercises. Discussions included the union's role and members' rights and responsibilities, and health and safety issues. For these topics, instructors called upon the Learning Advocates' expertise and had union field representatives as invited guest speakers. (See the WEP Final Report for further details regarding the curriculum.) The Cycle 3 Test-Taking Skills classes addressed learners' needs even more directly. By this time, team members had learned that there was a serious need for improved test-taking skills among the workforce served by this program. At Fairmont, in particular, several entry-level workers lost their jobs because they were unable to pass the Certified Nurse's Assistant (CNA) test. Some of these workers were students in the ESL and Reading and Writing Upgrade classes. Many other workers were interested in moving up in the County system or changing jobs to advance their specific career interests, but either had experienced several failures taking civil service exams already or were too afraid to try.

Of the three instructors, the instructor in the ESL classes appeared to work most closely with the LA on curriculum materials and job context for instruction (although this only became a reality in the third cycle). ESL is particularly well suited to using specific contexts for training. Also, due to language limitations, the ESL classes were relatively homogeneous regarding the type of work done by the learners and, therefore, the language skills needed for their jobs. As the Job Classification data show (see Appendix C), the extremely wide range of job classifications held by learners in the other classes made the task of creating job-related curriculum far more difficult.

Participating company Personnel/Human Resources staff, while supportive and cooperative of the program classes, appear to have had little involvement in the development of appropriate curriculum. The reasons for this are unclear. Greater and more specific collaboration with management could prove beneficial, particularly with line supervisors. Other workplace literacy training models have been successful including curriculum development committees made up of workers, managers, union representatives, and project staff.

Recruit and train union members as Learning Advocates. The original proposal called for the recruitment of union members as classroom "learning stewards." Union members were, in fact, recruited for the LA positions. However, the recruitment of appropriate LAs proved to be a difficult task which wasn't entirely resolved until the latter part of the second cycle of classes. There may be many reasons for this. The time elapsed between proposing the project and receiving the funding necessitated renewing contacts and commitments among the union locals and employers. Consequently, the Project Director spent long (and unanticipated) hours getting all partners on board. His lack of familiarity with the unions may have made the task more difficult for him. Union history at each site clearly played a role, with varying perceptions of the union's presence affecting individuals' responses to the LA and the offering of classes.

Finding union activists who were willing and able to take on the role of Learning Advocate and available during the appropriate workshift to attend classes was not easy. Individuals with the appropriate commitment to the union, enthusiasm for learning, positive relationships with fellow workers, and necessary high energy were often already juggling job, school, union activities, and family. Some even held down two jobs! At Highland, the LA selected for the first cycle class met all the selection criteria except that she worked the shift during which classes were held. (She also worked a second job.) Because of her relationships with her supervisor and coworkers, she was able to attend class and still do her job. Her need to juggle her work and LA duties exemplifies one of the problems with this project's design: lack of sufficient release time for Learning Advocates. The only release time built into this position was for time spent in training. LAs were paid by the WEP for time spent in class, in program meetings, and recruiting (during lunch breaks and after work). However, contacts with coworkers at other times during the course of the work day--which were often the best opportunities for LA advocacy work--had to be limited or made on the run because they were on company time and therefore not a legitimate use of time.

For the second cycle a second LA was recruited for the Highland class to represent Local 616 and increase recruitment from that sector of workers. She was a Shop Steward, held a full-time job, was attending college on her own, and was raising a family as a single parent.

The English Upgrade and Reading and Writing classes (first and second cycles) at Fairmont did not have a steady Learning Advocate presence. The LA recruited from the student pool during Cycle 1, although well-intentioned, was unable to continue her commitment to the position. During Cycle 2 another student was recruited who then continued as LA through Cycle 3 and has since become a Shop Steward. For the Fairmont ESL classes, a Learning Advocate was chosen at the beginning of Cycle 2 (when a separate ESL class was started) and continued in that position through the Cycle 3 class.

According to the original proposal, these Learning Advocates were to be trained in teaching aide/educational counseling techniques. They were to have 3 days of LA training and 2 days with the instructors. Because of the difficulty recruiting LAs in advance of class start dates, the training was less than ideal. By the beginning of April (nearing the end of Cycle 2 classes), LAs had only received 1 full day of training plus an additional day with instructors. However, "on-the-job training" was ongoing: One of the trainers from the Center for Working Life (who was also one of the program counselors) met biweekly with the counselors and LAs to discuss program activities and directions.

The original training focus was not carried out as stated. The printed description of the role of the LA distributed to program team members and the outline of the 2-day training do not focus on the LA as "teaching aide" or "educational counseling aide." The multiple roles of the Learning Advocate, as stated in the handout to staff, include: outreach and recruitment; retention; advocacy; program monitoring; program development; representing the union; and providing social support. Little mention is made of any overt role in the classroom. In actuality in this demonstration, program staff expected LAs to participate in the classroom as part of the team but also as peers of the learners, modeling the concept of active engagement in learning and personal empowerment. Staff consciously tried to expand the concept of LA as teaching aide, to avoid stereotypical behavior and traditional role modeling in the classroom. Instructors who were struggling to adapt to the more "equitable" model of modified team teaching espoused by this program tended to fall into using LAs as traditional teacher aides (if they used them in the instructional setting). The philosophical stance of program designers and administrators was that this traditional role should be avoided to encourage more equitable relationships and empowering behaviors. Curiously, the concept of LA as educational counseling aide seems to have been put on hold until it emerged again late in the project in response to the lack of counselor time and to retrospective questioning about the counselor's role. By the end of the project there seemed to be some consensus among counselors and administrative staff at least that the roles of educational counselor and LA could be combined with proper training and occasional vocational counselor support.

The initial Learning Advocate training focused on the concept of a union worker-centered program, the various program roles and team functioning, barriers to learning and ways to overcome them, stress at work, the changing workplace, recruitment efforts, and logistical concerns (paperwork, meeting schedules, etc.).

Recruit health care workers for classes. The program put a lot of energy into recruitment. The Learning Advocates were the key, with their one-on-one outreach on the job. However, the difficulties in hiring LAs during the early cycles of classes made recruitment of learners more difficult also. Once the LAs were part of the program, they were very effective in talking up the program and encouraging people to sign up. The fact that they were peers--not only coworkers, but also in most cases individuals with similar educational experiences--greatly increased their credibility and effectiveness. Flyers were also used extensively. They were distributed with workers' paychecks; posted on bulletin boards; given to Shop Stewards to pass out as well as to inform them so they could encourage others to participate; mailed to previously enrolled learners; and displayed in public gathering areas. In addition, for several weeks prior to class start-up, LAs, previous students, WEP administrative staff, counselors and teachers maintained an information table two days per week in the cafeteria of each site. Union, County, and hospital newsletters also carried articles with pictures and announcements about the classes offered. The sources of information about the classes most frequently mentioned by learners interviewed were the Learning Advocate, flyers on bulletin boards, and the cafeteria table. The one vehicle for recruitment that was not well developed was the use of line supervisors to talk up the program and encourage participation.

The program enrolled 188 workers, 81 percent of whom were women. Over one-third were African-American and nearly a third Hispanic; other ethnic groups represented included (in order of number) Filipino, Southeast Asian, Chinese, White, Native American, Pacific Islander, and Indian Subcontinent. Enrollee ages ranged from 20-69. Nearly three-quarters had completed high school. (Details on student characteristics can be found in Appendix I.)

As the program became better known and as it identified and focused more specifically on learners' needs, enrollment went up. Cycle 3 class enrollment was up 49 percent over Cycle 2 and the number of learners receiving credit was up 56 percent. Retention went from 60 percent in Cycle 1 to 84 percent in Cycle 3. Despite its best efforts, however, the program still suffered from underenrollment. It struggled to enroll sufficient numbers to satisfy the community college partner's requirements. The 188 enrolled by the end of the project fell short of the original goal of enrolling 250 workers. Nevertheless, 72 percent of learners who enrolled stayed with the program and received community college credit for their participation. This is a significant percentage in adult education classes. (Reasons for dropping out are discussed further under Objective 5 below.)

Implement 10 workplace literacy classes. As noted in the Introduction to this report, the program offered exactly 10 classes. Enrollment and retention (those receiving credit) for each class are displayed in Appendix B.

Objective 2: Provide Workplace Literacy Skills for Workers with Limited English

Adapt curriculum for ESL workplace literacy classes. As noted above, the program developed an ESL workplace literacy curriculum for health care workers. Building on an ESL text, the instructor adapted it to hospital situations and vocabulary. She began with no knowledge of the medical vocabulary. By talking with the learners and some of their supervisors and working closely with the Learning Advocate (who knew the jobs from her own experience), the instructor developed appropriate job-specific dialogs and other instructional activities. The curriculum included work-related literacy tasks such as writing reported speech (as when a patient says, "I feel nauseous"), specialized medical vocabulary, and local idioms ("I feel a bit under the weather"). Two different levels of curriculum were created and demonstrated, to meet the needs of beginners and intermediate level learners.

Provide at least three classes for limited English speakers. As mentioned previously, during Cycle 1, non-native speakers of English were included in the English Upgrade classes at both Fairmont and Highland hospitals, where they received special attention. In Cycles 2 and 3, an ESL class was established at Fairmont, where large numbers of entry level staff are non-native speakers of English. Workers at convalescent care facilities in the area also showed great interest in the class. High level non-native speakers continued to attend the Reading and Writing Upgrade classes at Highland and Fairmont.

The Fairmont ESL class was divided into two levels (beginning and intermediate) to accommodate the range of student abilities. The head teacher taught the intermediate level and designed curriculum and materials for both levels. Two assistant teachers shared the job of conducting the beginner level. As indicated in Table 1, 46 workers enrolled in the two cycles of ESL classes; 39 received credit (85 percent of those enrolled). There were at least 22 other individuals enrolled in other classes offered by the program who reported on their registration form that they did not "speak English more often than any other language." At least half of these were higher level speakers of English as a second language. (Eleven were students in the first cycle of classes at Fairmont, when there was no separate ESL class.) These students were not identified as ESL students for these statistics. If they are included, the program came close to its original goal of enrolling 75 participants with limited English proficiency.

Objective 3: Assist Workers to Further Their Education and Training Goals

Establish educational counseling services. Three part-time counselors were hired through the Center for Working Life, two of whom were graduate student interns. The counselor role was designed to ensure deep social support for the learners, help them overcome both internal and external barriers to learning, and expand their educational horizons. Specifically, counselor duties included: help overcome barriers to learning; develop Individual Education Plans; train Learning Advocates; provide counseling and referral; assess workers' needs; facilitate team meetings; and be available to all participants to promote a successful program. (See Appendix H.) In practice in this demonstration, the counselor was also expected to be in class at least once a week to play a key role in the team interaction to encourage engagement in learning.

One counselor was assigned to each of the three classes each cycle. To introduce their role and begin the provision of educational counseling services, the counselors met with learners one-on-one to develop Individual Education Plans (IEPs). The objective was to develop one for each learner and then provide the necessary information and referral to training or services to encourage learners to achieve the personal goal(s) they had identified.

The creation of learner IEPs (in interviews lasting up to 1/2 hour) was to take place as early as possible before or during the class cycle so that learners could benefit from having an educational or training focus and team members could provide support for their efforts. It quickly became clear that for each counselor to complete from 13 to 29 IEPs (lowest/highest class enrollments) before classes started was unrealistic, given workers' and counselors' busy schedules (counselors being part-time employees and graduate students themselves). With class start-up preparations, curriculum development and team meetings, it also turned out to be difficult to complete the IEPs within the first few weeks of class. In some cases, scheduling the IEP interview was impossible unless it was conducted during class time--the only "extra" time workers could give. Table 1 lists the number of IEPs completed for each class and the percent of learners who received credit who had an IEP done during that class cycle. We cannot judge the degree of successful completion of IEPs by these numbers, however, for learners who participated in several cycles of classes did not have a new IEP done for each class. Unfortunately, data are not available regarding the number of students who enrolled more than once.

As seen in Appendix J, learners had definite ideas about why they were taking these classes and what they hoped to accomplish. These ranged from very specific language development goals, to preparation for particular tests for specific jobs, to personal enjoyment. Educational goals identified included completing GED credits; completing AA or BA degrees; improving test-taking skills; and other study goals, such as study computers, study for self-improvement, learn for own pleasure, study art, etc.

How did learners respond to the opportunity for individualized educational counseling? Many had never experienced this kind of professional, personal attention as an adult. Some at first did not understand its purpose. Judging by comments to staff members, student evaluations at the end of each class, and learner interviews, most felt it was a useful experience to take time to explore future goals with a counselor. Over half of the learners who completed Student Evaluation forms in the three classes in Cycles 2 and 3 "strongly agreed" that it was helpful to have the counselor in the class, that doing an IEP was useful, and that the counselor was a source of useful information. Another third or more "agreed." For about 1 in 10 students the IEP was not very useful. In the interviews conducted in July, learners had the following comments about the ways the IEP was useful:

> Very useful--had a lot of information for you--several colleges--several occupations I could go into with this degree. Encouraged you--(you're) really not that bad--not that old...(counselor) knew her stuff!
>
> Setting goals--helped me try to find the school for specific a class I want to take--what college to go to considering the hours I have already and the hours I need.
>
> Chart--past, future, present--goals, number of years, steps to get there
>
> He told me to continue--I would probably be excellent in the nursing field--submit letters/phone calls to nursing classes for literature, etc.--waiting lists for 2-3 years
>
> At the time he did it, I needed to talk about my problems at work, so he listened--and that's what I needed.
>
> He told me I could branch out and go into so many different fields.

Advise and refer to other programs. Counselors followed up on individuals' needs for guidance regarding their educational and training goals. Precise data on the nature of advice and number of referrals to other programs is not possible because contact logs are not available as documentation. However, examples of educational plans as outcomes from this program were documented by staff (although whether these were a result of the influence of the counselor or the program as a whole is not clear). One ESL student enrolled in daily adult school classes. A Test-Taking Skills student is interested in becoming a psychological technician and is looking into appropriate schools to pursue that goal. Several are interested in going back to school. (See Appendix K.) 18 of the 27 learners interviewed (67 percent) have plans to take other classes or training in the future. Of the 53 learners who filled out student evaluations for classes during Cycles 2 and 3, 97 percent agreed or strongly agreed that taking the class had helped them to feel more ready to continue their education or training. 97 percent also felt that being in the class had helped them to decide to continue, with nearly two-thirds strongly feeling this was the case. (See Appendix L for tallies of learner answers to interview questions, and Appendix M for summaries of Student Evaluation questions.)

By the end of the project, staff had compiled information about the availability of a wide variety of types of adult education and training (based on inquiries from participants). The program produced a very useful booklet, *Educational Opportunities Guide*, which will have an impact far beyond this project. The *Guide* includes information on occupational training programs in health care; community college programs on English, math, English as a Second Language, and computers; adult school programs on basic skills, English as a Second Language, GED preparation, and computers; and library and community tutoring programs. Contact information and program requirements are listed. This *Guide* has been so positively received that it will be made available to union members and health care employees throughout the Bay Area. The *Guide* will be an extremely useful resource for any worker even beginning to consider upgrading his/her skills. Education and training programs will be able to use it at the beginning of each class cycle. It is an empowering tool in itself, providing individuals with information on resources in their community and assisting them to take the initiative to achieve their own goals.

Include preparation for high school equivalency courses. Of the 173 individuals enrolled who reported their educational attainment, only 35 (20 percent) had not completed high school or did not have a GED. Some of the materials used in the Cycle 2 and Cycle 3 Upgrade classes were based on GED preparation materials. Individuals interested in pursuing a GED or high school certification could receive special help from the instructors. Based on information available from registration forms, IEPs, interviews and staff outcome notes, high school equivalency courses were not a high priority among program participants.

Objective 4: Assist Workers to Upgrade Their Basic Skills to Advance Their Careers

Develop curriculum for skills for promotion or passing upgrade tests. The curriculum developed for the third cycle of classes addressed this goal directly. Within the health care field and within the Alameda County system, the ability to take tests for certification is of utmost importance, both to maintain one's job and to advance. Even before the program designed classes with test-taking as a focus, learners had identified passing certain exams as part of their educational and career goals.

From of review of learner IEPs, we find the following goals related to job mobility:

Pass boards/certification tests for: CNA, LVN, RN, Specialist Clerk, Steno II, Supervisor Clerk I, Secretary, Boiler Room, Housekeeping Supervisor.

Obtain specific health-related job: CNA, LVN, PVN, RN, X-ray technician, lab technician, nursing administrator, occupational therapist, physical therapist, respiratory therapist, anesthesia, counselor with disabled children, specialist clerk, food service worker, clerk II, housekeeping supervisor, engineer, etc.

Obtain work, establish a career in a non-health related field: work using writing; work with people; work with the Latin American community regarding immigration; municipal court clerk; computer programmer; child welfare worker; news reporter; bank teller; accountant; business administration; agricultural biological technician.

Twenty of the 27 learners interviewed had either taken a test at some point in their employment with these hospitals or were preparing to take one to advance their career. The tests mentioned included: CNA, LVN, RN, Clerk II, Maintenance Worker, Supervisor, Central Supply, Medical Clerk, Specialist Clerk, Custodian, Physical Therapist Aide. Six of the 10 interviewees who took a test while enrolled in the WEP classes passed. However, with a County job freeze on and a promotion system which allows the selection committee to choose from among the top five candidates, passing the test does not guarantee them a promotion. Even though they had passed before, some learners interviewed had been passed over. They had become discouraged with the promotion system and had resigned themselves to their current positions. The classes gave some of them new energy. One in particular had been in her position for 25 years and planned to retire from it. She took the classes "to see if I'm dumb!" Not only did she find out she wasn't, she decided she would go to college after she retired to get a degree. She continued through several cycles and gradually changed her perception of her goals and her life. She recently took and passed the Medical Clerk test, and has been upgraded to that position.

The outcome statements regarding test-taking and job upgrades are evidence of the effects of the test-taking curriculum, and the other classes as well, on participants' perceptions of their skills and abilities to take and pass tests. (See Appendix K.) Here are some examples:

> I now have the confidence to go in and take a test for the County. It does not seem so devastating now that I've taken this class. I can now take it with a new insight.
>
> I am ready for any test now!
>
> Passed ESL entry test for CNA course. Had taken it twice before and failed.
>
> Preparing for Civil Service Test and reading was not my best subject. This class gave me the opportunity to read more and understand.

Objective 5: Provide Educational Counseling and Other Supportive Services to Encourage Enrollment and Retention

Establish counseling services before and after classes. In addition to creating IEPs with the learners, the three counselors were available to meet with individual students to answer any questions they had about the classes, other educational and training opportunities, requirements for certain courses of study, job positions, or careers, or any other personal issues they wished to discuss. Documentation is not available on the number of times counselors met with learners. However, the majority of learners who were interviewed seemed satisfied with the availability of the counselors. They also rated the support services (which included educational counseling) as good or excellent. As noted earlier, most of the workers were hard pressed to fit class time into their busy schedules. Further meetings were not common. During Cycle 3, the two counselors who were graduate student interns were forced to reduce their involvement in program activities due to the press of their own studies. Their presence was missed in class, but they made their home phone number available to students.

Train peers as in-class learning stewards. This was discussed earlier under Objective 1. Further discussion of the LA's role and the teams' functioning can be found in section IV. below. With regard to enrollment and retention, the Learning Advocates played a critical role. Once these positions were stabilized, the LAs were indispensable to the success of the program. They were the key contacts for workers to inquire about enrollment and they went out of their way to encourage individuals to broaden their horizons and try out this convenient, free way to ease back into school or accomplish a personal goal. Being part of the workforce on site--a peer--made them approachable, and they also made sure people knew they were available to talk at home. On the Student Evaluations learners rated them among the highest as a source of support for them in taking the class. They kept in touch with learners outside of class--not just to follow up, troubleshoot or give encouragement if someone wasn't in class, but also to establish rapport and be available as a resource. One LA noted that she began to keep her own notes on individuals' goals so that she could keep in touch in a personal, positive way.

Train teams to encourage successful completion. As noted above, training for teams was less than ideal. It was never conducted to the extent planned. Consequently, it took a great deal of time for team members to negotiate their roles and understand the roles of others. (This topic is discussed more fully below.) Regarding enrollment and retention, it appears that there was at times some confusion over whose role it was to follow up on students (counselor, LA or instructor)--if in fact there should be a follow-up contact. Since many of the learners did not fully understand the different roles of team members either, this may not have caused any problems regarding the learners except for duplication of efforts. It did, however, cause some tension among some team members. Because of the lack of training regarding roles and team building, there was also some confusion over who should have access to information about the learners; data gathered during IEP consultations was considered confidential by some counselors and was not shared with instructors or LAs. In retrospect, in some cases such information might have made instruction more relevant. It is difficult to judge the impact of this lack of coordination on retention, however.

Offer childcare and transportation as needed. Because the classes were held at the worksite, no transportation was needed. Childcare reimbursement was available, and for some individuals this enabled them to participate. Based on the learner interviews, it appears some individuals had no knowledge of the availability of this reimbursement.

Retention and reasons for dropping out. As the project progressed, retention within classes increased. Appendix N lists the enrollment and retention figures for each of the ten classes. It also itemizes the reasons individuals dropped out. As noted, earlier, the program had an overall retention rate of 72 percent. The known reasons for dropping out included: family/personal conflict, scheduling conflict, health reasons, class too hard, class too easy, needed ESL, chose another educational opportunity, didn't like the class. Family or personal conflict caused the largest number of individuals to leave the classes (21 percent of the total number of dropouts). This type of problem cropped up across most of the classes., as did the second largest reason for dropping out: scheduling conflicts (15 percent). These problems are common to adult education programs anywhere. Needing ESL and not liking the class were reasons related to the initial classes offered by the program (or not offered, as in the case of not offering a separate ESL class in Cycle 1). All but one of the six who said they dropped out because they didn't like the class were participants in the two Kaiser classes. Program staff incorporated what they learned from those experiences into the recruitment and content of future classes. For a small number of ESL students the Cycle 3 ESL class was too hard, causing them to leave. The range of reasons and their distribution across most of the classes does not indicate major problems in the retention efforts built into the program.

As noted, a limitation of this evaluation was the fact that we were only able to interview two dropouts and one who had dropped out and returned. The dropout perspective is sadly lacking here. Also lacking is the perspective of individuals who wouldn't consider coming to a class or who came and left without signing up. We interviewed one worker informally who in conversation volunteered the information that he had been disappointed in the high level of the upgrade class. He said he was "illiterate" and really wanted one-on-one help, but he had not told anyone in the program of his needs. (For him it had been a major "risk" to attend the first class meeting.) We thanked him for sharing such personal information and informed him about the availability of local library tutoring programs. Clearly, there was a need for a better system to provide information to individuals with very low level skills who are reluctant to publicly acknowledge their need. The publication and distribution of the program's *Educational Opportunities Guide* will make information more broadly available for supervisors, coworkers and friends to pass on regarding the range of services needed by individuals in this workforce.

The worker who had dropped out and returned two cycles later was very enthusiastic about the program. As he explained:

> I think the union thinks I didn't like the program 'cuz I dropped out, but even back then I liked it. I dropped out because of extra childcare costs and I didn't come back because of lots of problems with my job and focusing my energy (on that)...Now I'm back in I like it--I'd even say I love the class, even better than the first time!

Objective 6: Evaluate the Project and Develop Recommendations

Review and assess the curriculum on an ongoing basis. WEP teams held biweekly curriculum committee meetings. During the first part of the project, these meetings were often filled with program business, paperwork, and logistical concerns. As the program gained experience, staff became aware of the need to ensure meeting time for each team specifically for curriculum discussion and development. As noted earlier, the degree of teamwork on curriculum development varied among the three teams, even during the last cycle of classes.

Obtain external evaluation to guide others in program design. The Northwest Regional Educational Laboratory was contracted to conduct this evaluation during the last 7 months of the project. Interpretations of the SEIU Workplace Education Program experience and recommendations are offered in this report to assist others who wish to use this team model of workplace instruction and service delivery.

Disseminate approaches and materials. See the WEP Final Report for information about further dissemination.

Additional Objectives Identified

Develop and demonstrate a job-related basic skills training partnership for the health care industry. Our evaluation of this aspect of the program is limited to the handful of interviews conducted with partner representatives. The development and maintenance of this partnership among the SEIU Joint Council, its locals (250, 616, and 535), the hospitals and the community college required considerable coordination and commitment of time. It was a learning process for the Project Director, particularly during the first 6 months of the project, until regular meetings were finally established with the partners. Also, partners needed to find a common language. As one interviewee put it, "Education" and "Labor" seemed to be speaking two different languages. Clarification of plans and next steps was ongoing.

When asked about the communication among the various partners, union, company and community college representatives were generally positive. People felt that the Project Director had kept them pretty well informed. Regular meetings were conducted at different levels. The WEP Advisory Board met quarterly (after meeting more often to get the project underway). One company official felt that having all the different parties on the Board was very valuable--that it was an excellent way to facilitate communication. She felt that everything was shared with them and noted that everyone talked--all input was considered equal. In addition, the community college representative met monthly with WEP staff to deal with problems and assess progress in greater detail.

The following four additional objectives were identified during planning meetings to design this participatory evaluation.

Create training that provides union information and increases union involvement. Union leadership's main purpose in sponsoring this project was to provide training that would address the identified need for upgrading union members' basic skills. The WEP was also part of a larger vision of expanded services for union members, including an ongoing education program. As part of this expanded view of the union's role, program designers wanted to provide participants with information about union representation and benefits and possibly increase workers' involvement with the union. When asked if the class increased their knowledge of union activities, 12 of the 21 interviewees responding said yes. Five went on to say that their involvement with the union had changed since taking the class. Most students who filled out Student Evaluation forms (Cycles 2 and 3) felt they had learned more about the union from the Learning Advocate. This was especially true for the ESL students. Also, the majority rated Shop Stewards and union representatives as being very supportive to them about taking the classes.

Program staff learned early in the project that each local's history and current standing at a class site must be clearly understood so that information about the union can be presented in a useful way. Also, the information must be presented in an educational context so that learners do not feel their personal goals for participating are not being addressed.

Create training that enhances workers' self-esteem and sense of personal power. One of the most important outcomes from this program has been the heightened sense of self-confidence that participants feel. All except one learner who filled out a class evaluation agreed that the class had increased their self-confidence. When asked for examples if learners saw any changes in themselves from taking the class, many noted their level of confidence or gave examples that indicated increased self-esteem. Some of these included:

> I have more confidence at work because now I understand more than before.
> I can understand more people and therefore take care of things myself.
> I can speak out in groups more comfortably.
> Enhanced pride
> The ability to set a goal and go for it
> I've changed my thoughts that it was useless for me to take examinations at my age.
> I think positively about work, school, society...anything is possible.

Other indicators of this powerful impact on learners can be found in the outcome statements by learners and team members (see Appendix K for full transcripts). The following are a few examples from the category of "family/personal" outcomes regarding individuals' concepts of self:

> I have gotten a lot of support and encouragement from others in this class and this has made me feel better about myself.
>
> It help to make me stronger and decisive. I love people. It help me to meet people who have interesting topic that I learned from.
>
> I have turn a few family member and friends heads on telling them that I was taking a class, I feel real good about myself and within myself that I will finish this class and go on to another one.
>
> I have proven my family that you can always learn and education is never too late.

Learners' new-found or renewed sense of self and personal power came out often and in response to many different questions in the personal interviews conducted. (See Learner Perceptions in section IV. below.) The individual quoted at the beginning of this report noted that the class was giving her a more positive outlook regarding herself and her educational goals. Her words sum up one of the impacts of this program felt by the majority of its participants: "The best joy of all--it seems like I have a little high regarding my personal esteem." One learner wrote the union about a job problem she needed the union to help her address; she now feels she could help someone else. A long-time employee got inspired by the class discussion about health and safety issues and organized a presentation about AIDS and needlesticks for her whole department. People started doing things they didn't know they could do.

Strengthen Labor/Management collaboration. The positive energy resulting from participation in this program exhibited by nearly all of the people interviewed bodes well for further Labor/Management collaboration for educational purposes. The benefits for Management from a program like this are multiple. Chief among them are increased worker skills; heightened worker morale (workers with higher self-esteem are more positive in their approach to work, to patients, and to other workers); increased worker communication and understanding across departments and ethnic groups. The fact that Labor and Management collaborated on a program that brought positive outcomes to workers lays the groundwork for further cooperation. Although no continuing or new program had been defined by the end of the WEP project, talks were underway for future educational projects.

Encourage development of other union-based education programs. The local unions' awareness of the value of this type of program for their membership appears to have been greatly enhanced by this project. Offering more workplace education programs was being considered.

IV. Program Effectiveness: Participants' Voices

We now turn to the discussion of participants' perspectives on the program and its effectiveness (based on data gathered from site visit discussions and interviews). We begin with the learners--their goals and perceptions about their progress. We then turn to the purpose and effectiveness of the program as seen from the perspectives of the various other stakeholders. Finally in this section, we discuss the development, implementation and effectiveness of the team model of service delivery.

Learner Perceptions

Learners' goals. Learners' goals, as might be expected, tended to be fairly specific. Some learners had several reasons for participating. The following goals were reported (the categories are ours):

Educational:
Improve English
Read better and comprehend what read
Be able to write, spell better
Improve writing skills (never can get too much)
Get a GED
Get grammar straight (who/whom/whoever; nouns to go with verbs)
Would like to write, learn more writing skills
Seek knowledge -- not for test-taking. Vocabulary, spelling, how to present things on paper, how to speak in front of class without being nervous

Specifically work-related:
Help to understand writing on monthly reports
Good communication with all staff in job
Increasing writing skills (for daily reports)
Writing business letters and complaint letters
Gain more confidence in my job and at home; good English--understand and communicate effectively
Learn English (very necessary to be able to get work)

Test-taking/job upgrade:
Learn medical technology (family member's recommendation)
Understanding of English to take RN test
Get promotion and enhance her work
Make improvements, a good way to get ahead
Pursue accounting (degree/career)
Test-taking (currently taking Sup. Clerk I)
Sharpen basic English skills; stepping stone to become administrator; to put thoughts on paper; how to use proper words, sentences, write properly

Family/personal:
Communication with children's teachers and help with their homework
See if she was dumb
Feel better (about) my person, talking, writing and reading; maybe when retire have another job

Other:
Communication to understand other people's cultures
Improve communication with people we meet

Learner progress and application of skills. How did these learners do on their goals? Eighteen of the 27 interviewed felt they had achieved their goals and 4 others felt they were making progress. 20 felt their English skills had improved. Of particular significance to this program, 17 gave examples of **how they had used something they had learned in class on the job**. Examples included:

Being able to write an "incident report" when something happens at work
Knowing where to put commas and spell
Correcting the supervisor (in spoken and written English)
Using proper English with coworkers and supervisor
Writing letters, correspondence, thank you notes to employers who interviewed her
Being able to use the computer for discharging patients and asking for medications at the pharmacy (couldn't do it 6 months ago and now can)
Rewriting and proofing (using Word Perfect, types of lot of memos, just wrote one where rattled on); feels good because can rewrite, due to class
Proofreading more (used to just type something up and hand it in), and can recognize the errors--plurals and possessives and plural nouns and verbs. Boss used to have to proof her work, now okay.
How to write a letter to head of department; how to voice an opinion to this or another department. Have been asked to be a shop steward--considering it.
Reading comprehension, grammar; has to do a lot of charting; different ways of expressive writing, more educated and professional
Communication--how to approach people (works with public)
Doing a lot of writing--must put complaints in writing, written reports--used to take me 4-5 times, now can do just 1 rough draft; and can talk to people now in a professional way
Using my English daily--have to write things for Orientation Board, events re patient, family, etc.; also using it with O.T. and with boss. (this is native speaker)
The way we deal with our patients (learned in class)--had speaker from union who is LVN, and about AIDS, explained about health care. Also learned vocabulary terms, medical terms to use in job.
Memos; can understand better when they come and ask any questions; Spanish speakers ask for help with written English; can read and understand better and translate into Spanish.
Writing reports about patients; can be understood and can understand better; sentences better, periods and commas.

Approximately half said that taking the class had affected their work or personal lives in other ways. One learner who has gained great confidence in her ability to communicate in English said that before taking the class she was scared to communicate with her team leader at work; now she asks her to repeat slowly when she doesn't understand her. She had felt very alone and now she is friends with a neighbor and asks for things in the supermarket. Another noted that she now knows who to go to and how to communicate if there's a problem on the job. Several find that they and their children can help each other with grammar. One learner noted a somewhat negative effect on her workday because she took only 1/2 hour for lunch instead of an hour so that she could get off early enough to come to class. Another felt it gave her a more positive outlook on herself and her goals. Another said the class was a help in writing letters home.

The changing job context. We also asked about changes in people's goals since taking the class and changes in their current jobs and need for additional skills to do their current jobs well. Among this group of learners very few had experienced such changes. However, several positive comments were made:

> One is "feeling like learning," saying to herself, "Well, I can do more than I do!"
> Another is much stronger and feels she "can do it."
> At first one felt "Oh well, hang it--won't be able to pursue a career." But now feels can do it and when school starts in August, will keep going.
> Goals haven't changed, but have broadened. "There's nothing I can't achieve. Class taught me not to give up--keep trying."
> Goal did change--planning to go back to school in interior design.
> Have made friends, improved communication. Inferiority complex from before (about not being able to speak or understand English) has changed.
> Would like to learn computers. (new goal)
> Before, only wanted to stay in house; now wants to work and develop herself.

Learners' views were divided on whether or not there are opportunities to move up (and this was not necessarily correlated with the hospital in which the learner worked). Among the 15 who think there are some opportunities for advancement, some don't know how to find out about them, others cite bulletin boards, personnel fliers, the grapevine as sources of information. The 10 who do not see such opportunities made a variety of comments. One knows people who pass NA, LVN and RN but leave because of the lack of opportunities. She feels the lack of a mentor, noting that it seems people don't like to help you and don't remember how it was to start out. She and another learner cited the apparent unfairness of the promotion of one individual with less experience with their employer than one of them had. Others cited ceilings on their particular jobs (positions limited to five "steps").

Sixteen of the 20 learners responding had applied for a promotion or a different job. Only four said they needed additional skills for the job they wanted. Some expressed concern over the promotion process and the inherent unfairness in a system which allows selection committees to choose from among the top five, without regard to their scores. They felt discouraged by apparent discrimination. Ten learners had taken the tests needed for promotion. One remarked on the high cost of each test.

Other training. These interviewees were not new to adult education or training. Nineteen of the 23 responding had taken some other class prior to the SEIU WEP classes, and 12 had completed the course. Three had even taken a class since participating in the SEIU classes, and 18 had plans to take another class. (Of course, as noted in the Methodology section, these interviewees were not necessarily representative of all program students. Nevertheless, their previous interest in and relatively positive experience with classes as adults may have made them more willing to be interviewed.)

Purpose and Progress of Program and Classes

Main purpose of the program. The learners interviewed tended to view the purpose of the program in very general terms:

- Help educate people
- Help them better themselves
- Help you promote yourself
- Increase knowledge and refresh skills after so many years
- Help improve English
- Improve reading skills and vocabulary
- Enable employees to communicate and meet other employees

Company officials saw a variety of reasons for offering the Program, primarily focused on learner outcomes:

- Increase literacy
- Increase the abilities of employees
- Help communication among employees
- Build self-esteem (especially if language problems)
- Give more career opportunities
- Help people get the skills to move out of dead-end jobs and up into career-type jobs
- Help people gain skills, confidence, awareness--take an honest self-look at skills they do have and what they can develop
- Provide a meaningful training program
- See employees reach their goals with support of employer
- Good for labor/management relations, to work together on something mutually beneficial (because most of what they do is not)

One noted how positive it would be if some participants were motivated to enroll in other classes. She saw a mutual benefit of the program (for the employees and employer as well) being the potential to promote from within the company. Her views coincided with those of a manager in a different hospital regarding the value of getting people out of the lower levels where they may feel stuck.

Union officials and representatives noted reasons similar to those mentioned in the company interviews, but took them a little further:

- Upgrade skills
- Give people the basic foundation (of skills) so they can meet the needs of the facilities and do a better job
- Help people:
    - Be able to take exams to get promoted (if want to)
    - Lose fear of tests
    - Decrease sense of feeling trapped and be able to transfer or be promoted within the institution
    - Increase self-confidence, pride of accomplishment
    - Better themselves
- Offer to people things that would truly help in their lives
- Develop career ladders
- See schools, union, employer and workers develop a solid worker education center

Show that unions can do more than just be there when people have a problem or need to negotiate a contract
Help to develop this community (Oakland) and its resources (by residents getting higher paying jobs)

Union interviewees tended to express their views of the program as part of a broader vision of worker and community well-being.

As might be expected, given their orientation and training for the program, **team members (Learning Advocates, counselors, instructors, and program staff)** also tended to view the program more broadly. In fact, the many different ways individual team members described the purpose(s) of the program was noteworthy. These differences do not indicate lack of common understanding or agreement; rather, by using many different ways to describe similar purposes they are a powerful illustration of the degree of personal involvement and buy-in by these team members. They discussed the program's purpose in the following terms:

Empowerment--opening people's eyes to their own potential
Developing health care workers who can think independently and critically (a national need)
Establishing an education process
Offering an educational opportunity as a new way of thinking
Offering educational opportunities through a model that takes into account difficulties adults have with traditional programs, making education more accessible
Demonstrating these kinds of classes (to all of the stakeholders)
Helping workers to look at their own process
Helping individuals regarding:
    Personal empowerment
    Self-esteem
    Assertiveness
    Opportunities for the higher education they missed earlier
    Immediate skills for moving up or use on the job
    Upgrading of skills; refresher
    Vehicle to upgrade/advance
    Learning
    Improving themselves
    Knowing their rights
    Awakening
    Ongoing education

All of the team members were very articulate in describing the philosophy on which the program is based. It is clear that they share a common understanding of the intent of this program and are very enthusiastic about it. If any distinction among the team components could be made it would be that the Learning Advocates tended to be more focused in their comments than other team members on improving people's education and job opportunities and slightly less on the bigger vision of empowerment.

The **community college representative** viewed the purpose of the program as helping to upgrade the skills of individuals who probably would not go to a community college campus and hoped this experience will lead them to take other courses.

Progress of the program. The high level of energy and enthusiasm generated by almost every person interviewed as she or he talked about the program illustrate the high regard people have for it. The answers to "How is the program doing?" were overwhelmingly positive. This was true during the interviews in April, and people were even more positive in July (toward the end of the Test-Taking classes). In fact, there were only three or four responses that noted problems (primarily with the limited numbers of learners in the Cycle 1 English upgrade classes). By July, the program had grown in stature as well as in numbers. **Team members** had established working relationships with each other and were feeling positive about the increased interest in the classes, as illustrated by some of their comments:

> This program is a going concern and well appreciated and needed. Energy is up--more students would not be hard to get.
>
> It's a lot better than when it first began--know a couple of people who went at first--one is in college now--a couple of others are inspired too. It brings people back to reality--they realize they have potential and more focus and direction.
>
> It's marvelous! (gives the example of a woman trying to pass a test for 2 years and now she's done it!) More people are going to school.
>
> Really going well right now. Students like the classes. People behind it--ironic that at the end...
>
> It's really grown and developed. I'm really glad that I'm in a program that has been able to be introspective and learn. The teams have gelled and worked things through.
>
> Going well--everyone can feel pretty good about what they've accomplished. Classes offered each time gave workers what they wanted.
>
> It's going a lot better than it used to--we function better together in meetings. Most of the teams operate well or fairly well--accomplishing what we're after. Giving people what they want. (Everyone) is better at his job.
>
> Doing okay--lost a couple of the upper group...got tired of it...no real (job) incentive to keep coming...others keep coming to class because they're getting something.

Union and company officials were also very positive about the program in July. **Union representatives'** comments included:

> It's doing real well--enrollment up. People talking about it...Helped morale...(a) manager's so turned on--not adversarial--and people are proud the union did it.
>
> Great program--members said really good things, especially about the testing. Very good workers, but get stuck because they're not good test-takers. People have said they really enjoyed the class.
>
> Okay, pretty good. Has come together.
>
> Some successes and some not. Members loved it. Immensely successful at demystifying, opening up horizons, access to a system. That's a major accomplishment. Semi-successful in the goal of the model only because the model turned out to be a struggle--a very successful "shake-down" program, but not a successful program.

Two **company representatives** interviewed in July had not been closely involved and therefore did not have much to comment. The other three representatives were very positive:

> Getting more people...There was enhanced awareness that the class was available. Now everyone wants to come. People are talking with others about the questions they missed--doing their homework.
>
> Definitely worthwhile! Should do more, again, longer. One woman has a positive aura!
>
> I don't know if it's successful--haven't seen examples of writing. But regarding communication, building confidence is one step and it's accomplished that!

The general response to how the program was doing tended to be focused on the service delivery itself. (The interviews included specific questions about the model and the team-building process. These topics will be presented later in this report.) When asked to rate various aspects of the classes (time held, place held, content of class, materials used, quality of instruction, length of course, support services, and recruitment/publicity), the vast majority rated all of these in the "good" to "excellent" range. The only aspects receiving a less than "good" rating had to do with the time and place the class was held, the length of the class, and recruitment. Problems with time relate to two concerns that were expressed by other participants in other parts of these interviews: Lack of release time from the employer, and the need to provide classes during the most acceptable time for the shift with the largest number of workers, thereby excluding some individuals on other shifts. The problem of place was addressed by changes in classroom locations within the hospitals; however, a few still found the locations less than optimum due to noise, crowded conditions, or traditional classroom setting. Because the numbers were less than projected and classes were small at times, recruitment could always have been better according to some.

We focus here on the ratings by the learners, since they are the consumers of the services being designed and delivered by this project. The highest ratings were given to the three areas related to the actual instruction: content, materials and quality of instruction. Of the 20 learners responding, half rated the content "good" and half rated it "excellent"; materials were rated by 30% "good," by 70% "excellent"; and the quality of instruction was considered "good" by 25% and "excellent" by 75%. Support services (childcare, transportation, educational counseling, etc.) also received high marks: two-thirds rated them "excellent." The other aspects of the classes also were rated highly, with only an occasional "satisfactory" rating. No "poor" ratings were given by the learners.

A look at what people considered **the best aspect of the program** illustrates the many different levels of influence a program like this can have. Here again the learners interviewed tended to be the most focused on the actual service provided of the various stakeholder groups. **What learners liked best** about the program could be categorized in the following way:

Successful learning experiences:

- Being afraid to write, writing and having the teacher love it
- Brainstorming for writing and seeing students who thought they couldn't write do better (than those who thought they could)
- Great teacher

Teacher's attitude--enthusiasm for helping us and encouraging us--hey, the buck doesn't just stop here--don't feel bad if get the wrong answer--not there to cut and give A or F. To explain what goes on in your mind you when freeze up. Her approach is really good and not just grades--notes about where you went wrong and why and that it was an overall good paper. She let the class be our class.

Some of the teaching--getting to know people you work with and being able to help each other (worked in groups)--learning and teaching at the same time (that was cool).

Relaxed atmosphere--people really try and help each other.

It was a challenge.

Writing skills--helps you express yourself--good or bad day, being in class, so you don't go home with woes of day...

Instructors--don't disrespect nobody, don't pick on the individual, make sure everybody has their say. Class was real relaxing.

1) Teacher and counselor--both supportive and do encourage you; 2) Being in a classroom where you don't have to be stressed out--and can mess up. In "actual school" you can be intimidated--tho' this is real school too (but not intimidating).

Learning!

The teacher really listens to each one of us; she stops and explains; she pays attention to each of us.

Specific to the English instruction:

How to write a paragraph

Learning what trying to accomplish in English

Sentence structure, phrasing, punctuation

Reading comprehension

Grammar (past/present, plural/possessive, etc.)

Discussion--learned a lot during the discussion, interpreting the paragraph (as well as the topic), saying it in your own words; written and oral reading--reading comprehension.

The teaching (assistant)--I like how she teaches the class, how she has us repeat a lot and write on the blackboard, and only in English unless we need a word explained.

Logistical:

At the worksite

Social and work-related benefits:

In class with co-workers

Now know more people at the hospital, and respect students who commit time and energy to coming to class

Openness and discussion--learned a lot about other cultures--helps on the job, too

Can bring your stress there, good place to bring out work problems

These last items are added benefits of this type of program. They are seldom considered by employers in making decisions about the provision of training, but can have a very positive impact on employee morale, working relationships and, consequently, quality of work.

The **other stakeholders** in this program noted a rich array of things they liked best about it. Someone in every group mentioned the fact that the classes were **available at the worksite**--accessible, free, with co-workers, a good way to work back into getting further education. The **added self-esteem, confidence and security** gained was also mentioned more than once. In addition, **company representatives** noted the following:

Information, education and skills people are getting
Rewards for achieving their goals
Increasing communication skills
Positive that it's available to the employee; from employees' point of view--every new skill /enhancement is positive; ESL--everything is good; self-confidence!
Teachers are real good (hears this) and students seem to feel free about explaining--important in any class.
Possibility for improved communication.
Math and the English--everyone says their math and English and spelling have been enhanced.

Union representatives also noted:

Cohesiveness among students
Regarding ESL students--developing a bond between convalescent home and hospital employees, and developing a sense of confidence that they can make it in the workplace (even without total fluency)
Motivation and self-confidence of people participating. Go back and have them believe in themselves.
Teachers--have enormous enthusiasm and are geared to adults
Role of Learning Advocate--a co-worker to look to for support
The fact that the union is trying to fill a gap, going beyond the mentality of bread and butter issues
Healthy for the union to have a broader (agenda) regarding services they provide members; and management should want people to learn too...
The face shown to members--getting members to work together (different locals in same class)
Allowed people to grow. (1) good for LAs to take this leadership role and build skills; (2) assisted workers in writing and English. That concept is good.

Team members, perhaps because of their varied backgrounds and work roles, presented the greatest variety in selection of "best" aspects. In April they noted:

The people
The political base--egalitarianism--we are all workers, all learning
The spirit and heart in this program
Good coordinator working hard for open, clear communication
The model--the team and a more active role for the Learning Advocate
Great teachers and good communication (about the union, rights, defending oneself)
Class closeness with teacher--relaxed learning without worry about grades
The input students have
The positive energy of the people, especially the learners

In July, the following "bests" stood out in their minds:

> Staff--the way we work together. This is a group of people where you can really work and struggle and that's clear to the students--it filters down and creates a democratic and imaginative atmosphere.
>
> What they're (we're) doing for these people, trying to help, open the doors, really doing a great job.
>
> The availability of the information of this sort for people on the job--knowing there is a class where you can go to get information you need for future careers, etc. To get off work and go to a college--no, but right here, and the time (2 hours) is really good. Night school is 4 hours!
>
> The patience and time the teacher put into it--teacher's healthy attitude--inspirational...one-on-one regarding essays, sentence by sentence.
>
> LAs--So perfect for our class--(both) just great--having a co-worker
>
> Being able to do some level of individualized assessment with each student. Even though the numbers were not enormous, retention rates have stayed pretty high--there's been a net under people. People sense the program is very much for them. In this cycle we finally got the right course--test-taking--keeps people's attention and we're able to teach basic skills in the same way as before. Attracted different students--highly focused--different goals in mind. Before--higher percent (were there) for personal satisfaction.
>
> Students! At the workplace--very worker-oriented (the best part)--(the program) tries to maintain an open dialog between worker and teacher and other staff. Helps the workers with their own personal needs.
>
> Watching people come in, seeing the level they were at and then watching the slow progress--you see the difference 4 weeks down the road...Good energy--making progress.
>
> Students got something. They came away enriched and positive. As we have gotten better at our jobs--they get more...
>
> The cooperation of all the members involved in it--teachers, counselors, LAs--the teamwork--and also it tries to involve the students--tell us what you want--it's your program. The willingness to work together and help each other. Lots of flexibility--a lot of relaxed communication between staff. You can call at home at any time. A lot goes on outside the classroom.
>
> The atmosphere of support present in the classes--mutual camaraderie and spirit in the staff and participants.

These program "bests" speak for themselves.

This positive response does not mean that participants (both service providers and learners) were whitewashing the program, oblivious to problems, or reluctant to discuss them. Quite the contrary. Individuals interviewed were refreshingly open about their views and concerns. They seemed to understand not only their right but also the importance of their role in offering constructive criticism to improve a project which they clearly wanted to succeed.

Everyone was asked if there were **anything about the program or the classes that could be improved**. A few individuals thought the program was going so well that they could think of nothing to improve. The majority, however, while giving high praise noted specific things that could make the program better. The one item that came up over and over again, across all groups of stakeholders was **release time** for learners. It was even one of the first things mentioned by one of the company officials, who went on to note that, of course, that wouldn't change (given the County's current economic situation). The union official who mentioned the need for release time also placed her comments in the context of "if this were a perfect world," thus indicating the improbability of achieving it. Release time for Learning Advocates was also noted by several stakeholders.

Fifteen of the 27 **learners** interviewed identified ways the program could be improved:

Teacher could find out more about what people want to accomplish
Need more (emphasis on) vocabulary and comprehension
More pronunciation
More staff to teach a class for beginners (there are others who don't come because the class level is too high)
More time in class or one more day per week
Change the time (to earlier in the day)
Let people attend without taking time out
More enrollment--too small--steward should campaign and put out flyers.
More participation from other nationalities--ashamed of reading and writing skills--people freak out at word "test"--come as you are, learn at your own pace. (Knows someone who's ashamed to come.)
A little more creative writing. Might need more than just one class.
Need more classes--Spanish for Americans to have a second language. In the hospital, lots of Spanish faces, difficult to communicate.

These learners were extremely committed to participating in program classes. Some juggled two jobs and families, others attended even though they worked a different shift and had to come back to the worksite to attend class. Others took time without pay or vacation time to be able to leave work in time for class, or took less lunch time. They did so because they believed the class would make a difference in their skills and knowledge and, therefore, in their job performance and in their lives. Even when they were willing to give up pay or personal time, some encountered resistance on the part of supervisors or co-workers who complained about personalized schedules. There seemed to be little understanding of the potential impact of this type of training on staff morale and quality of work. One learner summed up the issue of release time this way: "Case managers, substance abuse counselors, nurses get paid to go to class. We are professionals too!" She went on to note that the company doesn't lose by giving up that hour and a half--it gains because of the knowledge people are acquiring!

The rest of the stakeholders gave many suggestions about what could be improved. Not surprisingly, team members had the most to offer, since they were so intensely involved in designing and implementing the training. In addition to release time (mentioned above), **team members' suggestions for improvement** can be grouped into the following categories:

Instruction
Logistics of service delivery
Model/team member roles
Staff training
Roles of other stakeholders (including funding)

Suggestions for improvement in **instruction** included:

- Recruit teacher aides and tutors so instruction can be done in smaller groups that focus on what individuals really do and what they need
- Reach out to other companies and institutions for tutor
- Get job needs assessment done (in advance)
- Learn more about what the target audience wants from the classes
- Need to be clearer about what learners get out of the classes--they need to know exactly what they will learn
- Need more time for curriculum development
- Need to clarify meaning of workplace curriculum
- Have classes be more specifically related to work from the start
- Need more time in class--have to go too fast
- Need more days per week
- May need "upper" and "lower" classes
- Need better assessments of where people are and what they need
- Some learners want homework and blackboard work
- Need to attract more native speakers of English to classes
- Need a variety of classes
- Need to expand the program for folks who want to go to college--to finish high school or get GED and go on
- Need to be sure teacher is appropriate for group being served (Ex. Is a white teacher appropriate?)

Areas needing improvement regarding the **logistics** of providing workplace instruction included:

- Bigger classroom (if enrollment picks up)
- Childcare on site
- More appropriate learning environment for a classroom (less noise)
- More convenient times (to serve more than just day shift and to accommodate different quitting times)

Improvements needed regarding the Program's **model for service delivery and the team member roles** within that included:

- Need more staff, including a curriculum developer
- Need another position, maybe a union liaison
- Need to define the role of Learning Advocate more clearly
- Role of Learning Advocate works well on paper and in recruitment and support of students outside of class, but in the classroom the role is not defined or understood (by workers, LAs, or teachers)
- Need more time set aside to allow LAs to give input for curriculum development
- May need to select LA in part based on suitability as tutor
- Need to recognize and address different agendas of the different players (team members)
- Need to reduce resistance to the model, to empowerment of Learning Advocates
- Need to integrate the professional staff (ethnically)
- May need to revise role of counselor; train LA to be peer counselor and have roving social worker or vocational counselor

Staff training needs mentioned in the context of Program improvements included:

- Need more training (and more of it up front)
- Need more training on team-building and reduction of professional boundaries
- Revamp the training process--develop up front the steps for LAs to take
- Include more peer counseling training for LAs
- Train LAs regarding tutoring in class
- Clarify meaning of workplace curriculum
- Develop common understanding of empowerment in this context
- Need more information about unions (not sure if training alone is sufficient, may need to have more staff from the union)

The **roles of other stakeholders** also could be clarified and/or expanded to improve the Program:

- Need to develop partnerships up front
- Union could provide more staff
- Union could be center for a union-based school
- Union needs to improve recruitment of individuals to be Learning Advocates
- Companies need to develop clear career ladders (without them it's hard for workers to have a clear sense of purpose/direction)
- Companies need to have a bigger buy-in
- Need to involve line supervisors
- Companies/management level should be more involved in recruitment
- Definition of success as number registered needs reconsideration (All players need to worry less about number of learners in each class)
- Continued funding (other than federal) needs to be found (opening doors and now have to close!)

The Team Model of Instruction and Service Delivery

The team model was the core of this program. How successful the program was in developing and implementing the model was thought to be of utmost importance to the effectiveness of the training and counseling provided to participating workers. Whether or not the program achieved its goals of skill building and empowerment depended in large part on how well the model was developed. In addition, the lessons learned about the process of implementing this model may have an impact far beyond this demonstration project.

We asked the team members (Learning Advocates, counselors, instructors, and program staff) a series of questions about the process of defining and implementing the team model. All members seemed committed to the model and intent on making it work. However, many acknowledged that the process had not been an easy one, nor was it a process that would ever be completed. When we interviewed team members at the beginning of April the program was about to go into its third full cycle of classes. The teams had had time to evolve and team functioning seemed to be improving. Team members gave careful consideration to the questions we asked. Their thoughtful responses contained insights useful for the further development and refinement of the program as well as for other programs that might employ a similar model of service delivery. By the July site visit, with nearly two cycles of stability regarding team composition, the teams had "gelled," as one member put it. Although two 12-week cycles of classes represents a relatively limited amount of experience, team members' "seasoned" perspectives on the essentials for effective team functioning and their advice to others who may wish to set up a similar model make a valuable contribution to the field of workplace education.

What worked best to develop the team? Most of the 11 team members interviewed in April noted the importance of **communication**--team members getting together outside of class to talk and coordinate activities. This included the curriculum committee meetings, but also more informal opportunities to communicate, such as riding to class together and talking on the phone. If team members formed a relationship outside the classroom, the team seemed to function better. Team members also cited the importance of all team members showing an interest in hearing the perspectives' of others. Clarifying the needs of team members helped the teams' development. It was especially valuable for Learning Advocates to realize that other team members really did want their input. In July the importance of regular communication was reiterated. The curriculum committee meetings were seen as critical to team development, facilitating communication and building a sense of camaraderie among team members.

Another aspect of communication affecting team development was cited by one team member in July. When the ESL team members learned that several students were not working because they had not passed the CNA test, team members' roles developed more fully: The curriculum became more focused and the instructor worked closely with the LA to draw upon her workplace expertise.

Other responses to this question were more specific about training activities or individual behaviors. Creating situations where one had to understand other points of view was helpful. Role plays and sharing of anecdotes added a concrete dimension to how the model developed in each class--taking it beyond the theoretical was necessary for team development. One team member commented on the fact that it takes time to learn about what is needed to accept the team process--you have to give up something of who you are and be flexible to learn how to divide up the responsibilities while maintaining the power leverages (that come with professional relationships).

Suggestions for improving the team development process. As this program progressed through a pilot and two full cycles of classes, team members were learning about the process of team-building and working to refine it. In April we tried to document some of the knowledge gained through attempting to implement the model by asking: **With the 20-20 vision of hindsight, could anything have been done better to develop the team?** All but two team members readily offered suggestions. (The fact that the two who thought nothing about the team development could have been done better were Learning Advocates probably reflects their relative newness to the job and/or their satisfaction with the role they were playing.)

There were several common threads among the suggestions for improvement in strategies for team development:

Clarification of team member roles
Improved training and more time for it
Greater inclusion of teachers as part of team
Time to meet as a team

The issue of **team member roles** surfaced over and over again throughout the April interviews and again in July. It was apparent to nearly everyone involved as they began to try to implement the model that the roles of the various team members needed to be more clearly defined. On paper and in theoretical presentations of the model and the jobs for which individuals were hired the roles seemed clear. And nearly all of the individual team members very competently handled their jobs when they focused on aspects of the work that seemed to require little or only limited collaboration (such as recruitment, conducting IEP interviews, or writing the course outline and objectives). However, when the team members came together in the classroom to collaborate on the instruction and demonstrate empowered behaviors, they realized they did not always share a common understanding of their separate and combined roles. The model they were trying to implement required them all to try out new responsibilities and ways of interacting which were very different from the traditional roles for which they had been trained and socialized over the years (both through schooling and work experience). They did not have clear examples in their heads of how to pattern their new interactions.

Implementing new patterns appears to have been particularly difficult given the long-standing traditional classroom setting and accepted classroom dynamics in which the instructor is the authority. Even though team members thought they understood the model and agreed with the philosophy behind it and the way it was to work, they found themselves slipping into more traditional roles in the classroom--teachers teaching, counselors counseling, and Learning Advocates learning (or playing a passive student role). As one Learning Advocate so tellingly put it, "What do I have to say--she's the teacher!" The very aspect of the model which was to be the most powerful--the classroom team collaboration--proved to be the most difficult to achieve.

The problem of lack of clear definition of roles seems to have stemmed from **insufficient training time up front and from limited training content.** (The reasons for lack of training time up front have been discussed earlier in this report.) When team members were asked in April if they had sufficient training to prepare them to be effective team members, the majority said "no." (Of nine who responded, six said "no," two said "yes," and one said "yes and no.") The training they did have was described as being more "discussions" than training, "just background and the design of the program," "very theoretical," "not...practical."

Team members offered numerous ideas about what they would change about the training:

> Make it longer and more intensive--a kind of immersion regarding the team process and roles
> Need training about being part of a team and how to integrate individuals' skills
> Need better sense of team building
> Make roles very clear
> Make clearer what everyone's job is
> Need more training--really need a class defining what we're supposed to do and let it be known to all team members (regarding Learning Advocate's role)
> Emphasize role play about recruitment, with different scenarios for follow-up (LA role)
> Do situational role plays--show how the same model would show itself in different ways with different populations, classrooms, members--do anecdotal training
> Have people really explore roles and discuss how their experience fits--understand more clearly their own roles and then try roles of others--have more long role plays to express what's going on

Emphasize building of teams and working together, be up front about conflicts that will happen; raise awareness of traditional roles we bring, explore them honestly, recognize need for flexibility regarding problems we'll all have; recognize the difficulties of open discussion among people who don't know each other well
Training needs to be a mutual process--both what the Program needs and what team members want
Train teachers and students regarding this different model--teachers need to listen to students/students need to tell teachers what they want and not assume they shouldn't because of the teachers' (traditional) role
Need better overview of other workplace programs and education issues
Need better sense of grant/demonstration project and what to keep track of

As the preceding list (as well as earlier lists of suggestions) illustrates, development of the role of the Learning Advocates was on many team members' minds. All agreed that the role of the LAs outside the classroom was clear and that the individual LAs were doing their program job admirably (especially considering the pressures they felt from working multiple jobs, being shop stewards, attending school, raising families, etc.). Some noted that more time to recruit and follow up would be helpful. However, where the Learning Advocate role needed definition and guidance was in the classroom and in team interactions. As noted above, Learning Advocates were being asked to take on unfamiliar and challenging roles as advocates and sometime-instructors for their peers in the classroom. They were also interacting in program planning and implementation as equal team members with teachers and counselors. It was not always easy for them to determine what input was appropriate and to feel comfortable presenting their knowledge and concerns. Team members noted that team training could be designed to provide Learning Advocates more opportunities and structure to give their input. Trainers could develop questions and exercises to model team interaction that would help the teams draw out the LAs expertise.

It was clear from meetings held during the April site visit that some of these concerns were being addressed. Further training was scheduled and included discussion of team members' roles and role playing to attempt to understand each other's perspective. In fact, a major strength of this program was the willingness of staff to identify and analyze problems and make adjustments to improve program effectiveness. Team members appreciated this aspect of the WEP--calling it "an intelligent place" to work and being glad to be part of such an "introspective" program. By July, as noted, people had achieved a functional understanding of their interactive team roles. However, some ambiguity continued to exist. The following **team member descriptions of the Learning Advocate role** illustrate the growth in defining the position and the remaining ambiguity attached to it:

Active in and out of class--LA's style gives people permission. Stays in touch with people outside the class--checking in at the hospital and calling if not here. Leads "check-in's"; check out on Thursdays (about what worked for them in class).
Available for calls from teachers at home if any problem.
It's about people. An extension--a classroom aide to assist the teacher--the teacher has more education than the LA--if something totally blew over your head, the LA explains--syllables, etc. If you need her, she's there--if not in class for some reason, or have something else to talk about you can speak to her or counselor. The LA is a buffer--they have somebody to relate to--they like that! Self-esteem is low, they feel intimidated--the LA was an adult before she finished high school--(they say) "you too?!"

Talk to people--took a lot of time and energy to get it going!--helped with personal problems--your nouns, etc.--if you needed more attention. Give an extra push, be energetic, talk to 'em even more. Must know how to communicate, must be very patient and keep an even tone, always let them know you care, be able to come up with ideas, be inventive.

Still uncertain about the role and it needs to be different in each class, and with each LA. The LA needs to have same level of sophistication and more as the students do so she can really work with groups.

As a feeler, to pick up how workers are feeling. If something is not being understood, the LA can let the teacher know. Can interject. Contributing more. Do check-in/out every now and then...Great tool. Get a lot of info/feedback--The teacher couldn't grasp how feedback worked (not responding right away). The LA's role was not very clear. The LA finally asked the teacher how she saw her in the classroom...The LA defined her own role. The class preferred to work as a whole rather than in groups (an idea to get the LA involved). The LA saw different ways being herself to help out--help restate and explain--The teacher would tell her she appreciated that.

Real consistent in follow-up calls to people not there and follow-up at work and regular contact with people. Check-in's and check-out's sometimes happen, sometimes not. Really good. It's a family affair--building cooperation into the group...Builder of class spirit. Good team meetings, really cooperate, eager to do what is necessary to make the class work better. Lots of positive energy.

Really different (from other LAs). Defined her role herself. Recruits and keeps in contact with them (the students) personally. Helps with lots of administrative stuff--public health clinics for their kids, problems with a boss, information re how to work the system. They tell her about the class about what they like or not (when they see her at work), and she passes that on to the teacher. Also, if people are having personal problems. Also translates for the class if necessary. As a hospital worker she knows lots of medical information so she can explain to the teacher who doesn't know. She plays an integral part in the class, but doesn't want to be an advanced student. The teacher seldom needs to call her at home, but can (if they need to work on a dialog...). Always makes herself available.

Able to represent all the unvoiced concerns of workers--translate the program to workers and workers to the program and make it fit. LAs should have increased responsibility...they did a lot of work whether or not people gave them the responsibility.

The LA is the central role--what makes this worker-centered. The expertise on the workplace--the link between workers and the union. She represents the union. She does recruitment. She trains the teacher in terms of the workplace.

The LA has been there (regarding the jobs represented). Her role is to talk about the duties, look more competent. It's so important that she be someone who gets around and knows people--really outgoing--can talk up the class, follow up on people.

By July it had become increasingly clear that the **counselor's role** might need rethinking. Again, team members' definitions:

> Less available this time because his school obligations were pressing. Did IEP's. Wonderful listener and person to work with--at the beginning of this cycle as a team we worked through a sensitive issue. He needed more time.
>
> Too busy with school but left his phone number with students and with the teacher. One student with a husband problem--the counselor would find a counselor (for her/them).
>
> Say you were encouraging (someone) to go to college and don't know how to begin to know what to do, what schools have grants, career goals...We have counselors---I like that! A real asset.
>
> I was on a different level from the counselor (so not sure).
>
> Don't know (what counselor did). I wasn't told.
>
> There for guidance and a listening ear--for people coming in who were not sure where they were going--skilled to offer some directives--about personal problems too. She's that type of person. She was at one class a week.
>
> IEPs--that's gotten easier to do--the counselor feels more competent talking to folks about educational things. More relaxed, spends more time at it (15, now 30 min.)--to get at educational desires--where they want to go--unlock dreams--what's behind...to find out what's behind...Also calls the teacher. The situation after Rodney King...we have grown as a team.
>
> The counselor's been gone most of the semester. Did interview some people but not a team like (another WEP team). Never have been. Not there much. 2-3 times and...(meetings?) Not available enough to workers or to other team members.
>
> Change their role. Role could be diminished--it's not necessary to be in the classroom, though the counselor should be available to do a session or two--maybe on educational planning or study skills. Not a teacher's aide.
>
> Murky--the classroom role was never well defined and in practice it hasn't been clear. The LA with more training in counseling could have done some. It wasn't clear who was doing the follow-up. In the classroom the counselor was preoccupied with doing the IEPs. Release time is the issue--class time was often the only time people had.
>
> Did IEPs with everyone. There was some controversy over if the information should be shared. The counselor did follow up on what people wanted to do.

In April team members (teachers, counselors, and staff) also talked about the need to **include teachers more as part of the teams**. The implementation of the team model of service delivery seems to have suffered, at least initially, from some assumptions and subtle messages about teachers. Program teachers were assumed to be likely to play traditional teacher roles, even though they were being asked not to. At the beginning of the program teachers were not included in all the training meetings with other team members. In retrospect it seemed clear to many team members that the teachers were in a difficult position: They were hired as program teachers and thus considered themselves responsible for ensuring that needed instruction took place. They were also being asked to become part of a collaborative team in the classroom, but a team whose members did not have clear understandings of their interactive roles and who did not receive team-building training.

As illustrated above, there were some difficulties implementing the team model of instructional delivery due to lack of common understandings of roles and expectations regarding interactions of team members in the classroom. Some team members viewed some teachers' apparent reluctance to give up authority as resistance to the model and the goal of learner empowerment. During interviews it became clear, however, that all program team members had become committed to the model and the program goals. Interviewees reported weathering personal conflicts about their interactive roles and the model implementation and learning from them.

More time to meet as a team was often mentioned. Team members identified the need to get to know each other, discuss their goals, and have time to share perspectives and information. As in any new project, meetings originally earmarked as team meetings usually were consumed by the immediate concerns of ongoing instruction. In these interviews team members frequently voiced the need for additional time to be set aside for team meetings (ongoing team-building). As the program evolved, staff guarded team meeting time more carefully.

Learner perceptions of team roles and functions. We asked learners several questions about the team--if it was helpful to have the 3-member team in the classroom, and if so, in what ways; if the Learning Advocate was available enough; and if the counselor was available enough. 15 of 20 learners responding felt it had been helpful to have the three team members in class. Eighteen also felt they had had sufficient access to the Learning Advocate and seventeen respondents felt the counselor had been available enough to them. When we asked in what ways the team's presence in the classroom was helpful, the responses showed some understanding of the teacher and counselor roles. Learning Advocates were not mentioned as often; when they were their role was not as clear.

Ways it was helpful to have the 3-member team (instructor, counselor, and Learning Advocate) in the classroom:

More organized (than last time)--Learning Advocate helps in lower level class; counselor provides information and confidential communication, orientation about what you can do, about union possibilities
Can help each other, with ideas, correcting our writing
Teacher (teaches); counselor to tell about how to get GED; very caring atmosphere
Counselor--discuss what you're trying to accomplish; teacher's a good teacher; not sure about the LA
Counselor counseling; LA about the union; they never interfere with class, just try to help
Counselor and teacher together--so could spend more time with individuals and would take you earlier too if you had a problem
Counselor asks about your goal/direction; LA--a lot of material to learn, well prepared
Instructor had lessons and counselor didn't feel appropriate or right time--had differences--instructor said maybe right, not holding their interest; program was designed for us to speak up and this broke the ice and helped people speak up--instructor is great--she likes feedback if we want to cover something again, etc.
Kind of work together--learning material is easy, but there are things you can learn in real life that can help you learn... (Example: skit about boss and employee, reality and learning)

All shared different information. All down to earth--real level headed women (and not uncaring). Team made everything good--made everything personal--you don't see that a lot.
Pretty good--besides helping us they helped each other.
Because there were some people who didn't understand.
It was like a big family. Asked class what do you want to learn?
Each one played own part.
Good attitudes--never negative toward nobody. "You're improving"...not discouraging!...I don't have to go, but I be wanting to go! (not like high school) When I first got there I was nervous--didn't want to even say my name--but started loving it! (They make you want to go!)
They do different type of work.
Asking things--if one doesn't know answer, the others. If you're not here, LA calls house--sick or what?

It is clear that the counselor was perceived by most of these learners as someone with whom to talk about goals. The lesson of an early disagreement between teacher and counselor was not lost on one learner. In July we decided to expand our understanding of learners' perceptions of the various roles by asking them to explain each role. Interestingly enough, the results show that these learners had a fairly clear picture of the Learning Advocate role, especially in class:

One time missed class--LA called to see why. Encouraged whatever the teacher was teaching and encouraged us to go on and pursue what we wanted. Not just an LA, but also a shop steward. There for any problem.
Help try to set a goal for ourselves--even if short term. Helped with learning--would ask questions of the teacher (if no one else asking)--that would sometimes get the ball rolling (and others would ask). Helped at graduation.
Make sure that we understand everything the teacher dishes out
Pointing out information to advance (us)--where to go for information--nursing office, etc. In and out of class, never no time.
Walked around, asked if we needed help--about what went on that day--give comfort back--the whole class really supports each other. (One woman told about her family and started to cry--and the whole class supported her--and she stopped crying. Really impressed with how supportive everyone was.)
Giving you a chance to express yourself and see what you like and dislike about the class--goes around trying to get people involved in the class and union too.
Took attendance, interviewed, joined the class, followed-up on those who didn't continue.
Calls at home if not here; finds people to come to class; in class, helps people.
Helps a lot in class, about words to write. (not outside of class)
Not in our class (advanced ESL); more useful for beginners.
We ask her in Spanish--like an instructor.

Learners were less sure about the counselor's role:

Basically same as LA; seemed like all the same--asked questions if no one asked; talked to you if you had personal problems.
Aren't they the same? Didn't need her that way (when role explained).
Got in, got down with us; even asked questions, like another student, very friendly. Always asked before and after class.

What avenues to take for further education; how to get started now and/or continue later.
Giving guidance in certain things (different than teacher).
Everyday there--very approachable and helpful.
Talked to us. Not many people asked him...

We also asked team members their view of how learners perceived the roles and relationships of the three team members. It is not surprising that team members generally agreed that they thought learners felt a lot of ambiguity about the team members' roles, especially in the classroom. Some team members admitted they really didn't know if or how learners understood the various roles and responsibilities. What was clear from their responses was that the nature of the roles varied from classroom to classroom, depending on class needs and interests and team members' personalities and time schedules. Rather than a problem, this should be seen as one of the strengths of the model--the fact that it can be adapted to fit a variety of situations.

What aspects are essential for effective team functioning? Familiar themes appeared in responses to this question--common understanding, clear roles, communication, time--though they were stated in slightly different ways. Essentials identified by team members in April included:

Similar political philosophy, goodwill and camaraderie
Vision
Common focus
Clear conception of roles--defined enough yet maintaining an open environment so that roles can change without resistance
Understanding each other's roles
Discussion of previous experiences working as team and how individuals see teams functioning
Communication--open, honest, courteous
Ability of individuals to voice how they feel--good or bad--be made to feel that what they say is important
A lot of communication before teaching, so as not to confuse during (teaching)
Time structured for communication--outside of class and in addition to "business" meetings
Time for regular meetings, not just crisis management
Time to reflect collectively
Realistic expectations regarding class size (so that relatively low numbers do not demoralize team)
Ongoing training of teachers and support of their role in classroom

The April responses reflect the developmental process team members were going through. In July, with more experience under their belts, these same individuals were even more clear about the essentials--which reflected those same underlying themes:

Open communication (consulting each other, checking in)
Communication--being open with your knowledge, yourself, your experience and education.
Facilitate communication with structured, regular meetings.
An atmosphere where there is no blame--where people can raise problems. You can't avoid having real problems when you build teams.
An educational background and an interest in a program like this. Takes commitment.
Besides training, shared vision is the key and commitment to it.

The team needs to be very definite about the goal of the class. There were probably three different agendas at the beginning. Need to have more meetings with teams and less about the curriculum.

The teacher really needs to understand and respect the knowledge the LA brings. There's a whole lot there that the teacher cannot know. (The reverse is also true, but the respect is already there.)

Evidence of empowerment. Despite the problems in developing the team model identified above, interviewees cited many examples of influence of this model on learners' perceptions about themselves, their goals and their personal potential:

A lot feel they can move up in their jobs--not the feeling "I'll never be able to do it."

A woman now writes a journal at home in English--she never did before.

People afraid to strike up a conversation in English now feel they can talk to their supervisors and anyone else.

A student now goes to PTA, talks to her children about their homework, and talks with their teachers.

A student gave a speech at graduation--feels so much more confident, feels stronger and more able to rise above obstacles.

Learners feel they can voice their views in class here--it's their class, they have power, they can speak out and say what they want. (They weren't like this at first--everything was "okay" then.)

One person went through the course last year and now attends college.

A woman has received help with the State Board (exam), which has really helped her self-confidence.

One student was afraid to read the patient charts (because she didn't understand them); now she reads them and if she doesn't understand she asks.

Learning Advocates themselves feel they've changed.

Learners speak out in class all the time if they don't know something.

A couple of people in class are now preparing to take their civil service exams.

One learner is interviewing for a higher paying position.

One young lady had an interview--her class talked to her and role played what she might encounter, using their experiences--she really appreciated that they would care enough to support her that way.

Several learners really appreciated the opportunity to talk to the counselor about personal problems and explore avenues of life. It has touched folks to have others outside of their classmates care about what happens to them.

There's a high sense of camaraderie in class--caring--across class and racial lines.

People are getting a better sense of self, expanding how they see the world and the possibilities.

People are learning that community college is affordable.

By identifying goals for themselves they see they can have goals for themselves.

Getting together with others from the same workplace to talk about their experiences is very empowering.

A woman who was the "run-on sentence queen" got feedback from a co-worker about her improved punctuation.

One student's morale has gone up enough to help her plan to go to LVN school.

A worker is better able to edit her own work now.

Some older women who are not career-oriented feel they have a chance to be learning.

A woman in housekeeping who was shy and reluctant to take the class is now going on to school.

Another woman in housekeeping organized a departmental training on AIDS and needlesticks.
Learners say they speak to their supervisors in a new way.
People are interested in community college courses.
A Learning Advocate's spouse who has worked for 35 years without wanting to learn English has organized a class at his worksite.
Learners were in charge at their graduation ceremony, publicly reading their writings and proud to be there.

All the learners interviewed answered a resounding "yes" when asked if they thought that the union should sponsor more classes and support services like the program has offered. Eloquent evidence of the worker participants' views of themselves and the program can be found in the two program publications written by the learners themselves: *Working Words: Workers' Writings from the SEIU Workplace Education Program* and *Education That Works: Participants' Views of the SEIU Workplace Education Program*. These publications were powerful vehicles for the program: to acknowledge publicly the accomplishments of the participants; to gain greater visibility among the workforce, management and labor; and to give the participants a very tangible source of personal pride.

Influence of the model/program on team members. The SEIU Workplace Education Program achieved its goals of helping workers enhance their basic skills and expand their personal power to make changes in their lives. It was empowering in other ways as well. The staff who worked to achieve those program goals for the learners also came away with greater focus and direction. **Learning Advocates**, in particular, noted changes in their perceptions of themselves and their goals:

> It changed me! My goals really changed--to really help people...Maybe I'll volunteer on my days off, when this program is over (in the CNA program at San Lorenzo). These are really hard-working people--the work is the same; the language is the problem.
> Making up my mind to go to college this fall--but want to take time to be sure--if I can change shifts...management or cosmetology school--had trained before but not to state board level.
> I'm going to community college (needed help with my English).
> I've narrowed it to the field of psychology--this class was great--group setting--team there to help support that worker...(continuing) to go to school--will focus on psych.--still have prereqs., but now I have a goal. My perception of myself changed too--growth and development from this new experience. Professionally, I'm on my way. Before--I was at the starting gate.

One of these LAs has since become a Shop Steward. Two were asked to join the negotiating team for the new contract with the County. The team model, despite its difficulties in implementation, gave all of these individuals opportunities to interact with other professionals, be treated with respect, take on leadership roles among their peers and stretch with new responsibilities.

The **counselors and teachers** also felt changed by their experiences with the program:

> I'm a lot more aware of the kinds of issues people are likely to raise or not raise in the work setting regarding a counselor.

This was a good thing for me. I never thought about this before--we need an educated workforce and worksite education. It feels good to have been a part of it (both professionally and personally). I liked working with staff and honing my skills. Professional goals: working with workers and stress. I found I enjoyed educational counseling. It felt good to see people get what they needed for their lives and dreams--helping people to grow. My perception of myself changed: I feel more competent--that's real important.

I have loved working on the team--you become discouraged about teaching because it's a "gig" and not a job! (part-time) And there's too much emphasis on class numbers--education needs time--being a student needs to be considered as work. I would have loved to continue in this program and make it work.

As a teacher, (I've experienced change) by being able to expand my skills in disseminating information and in getting students to develop their own skills--expand my strategies and abilities by this opportunity--with sophisticated students but it was also challenging to have different levels in the classroom and exercise the skill of addressing individual needs. I really like coming to this class--It's important to me--that I can actually possibly make a difference in a life by helping someone to pass a test. And it's satisfying--People come...I feel a little more confident that I can achieve my teaching goals. I've thought about getting more into basic skills. (started out as an ESL teacher)

I've become even more convinced that this is the kind of work I want to do. I hope to continue to work in union-based, worker-based programs (but there are none!). Working in a setting in which you work closely with coworkers--I love this--teamwork--I work better in a group. Friendships here as well as professional connections will continue. This is the kind of teaching I want to do--it integrates personality and politics with the job! I would like to continue. Connects all of me--I'm very reluctant to give it up.

This real hands on experience in adult education--it's the direction I'm going within education--and workplace education experience. I'm realizing the distance between theory and classrooms and what people want. Academics say no drills--but students want drills! (to learn to spell, etc.) Gotta give 'em credit for what they want. It's a big change in my perception of where I'm coming from and what I want to do.

Advice to others setting up similar models. Participating in this program was clearly a learning process for all concerned. We asked team members and union and company representatives to sum up their insights as advice to others embarking on similar workplace education partnerships using a team service delivery approach.

Advice from the **union** perspective included:

Maintain good coordination (with union schedules it's hard). Coordination with the Project Director was great.

This program does not work unless both sides are truly committed to make it work. Management should have embraced this program and provided release time. Labor needed to have done more (but short staffed). We need to diversify, broaden our scope more than just bread and butter.

The more time you spend up front-the better your life (program) will be. Plan! Make a timeline. Try to anticipate problems, not just react.

Company representatives pointed out the following:

- Communication is the greatest part--it wouldn't have been so good if there weren't good communication.
- Good communication--I was energized by the Advisory Board meetings (and on Friday afternoons!).
- The personalization of the program was important (had a lot to do with the counselor).
- Responsiveness! Be quick to fix! This program was and it shows in the comments from students. The needs of the individual were considered and it was work-related.
- Packaging is real important--especially to get males into the class.

Team members' final words of advice included:

- Make sure you know what people want, understand it, and then provide for their needs. Most of all, BE CONSISTENT. The good thing about this program, all staff are consistent. People will back off if you're not. I even come here on off days--I'm committed. It's real important for the LA to be in class.
- You have to remember that adults are responsible for themselves--you cannot make them want to learn--or learn for them--just be there for them when they want to take it!...The LA needs to be someone who's really in tune with people's feelings--observant and in tune to people--so they can look at you if they didn't understand.
- Know where your students are and what they need.
- You need to plan--even more than "a lot"! (very hard to do when you don't know who the students will be)
- The supervisor and facilitator's role is critical. You need one who is a great listener, makes you feel you can argue without worrying, and expects everyone to tow the line.
- The team approach is good, but you must allocate resources and time to really develop the teams. It's a process; you must practice and allow for breakdowns. Regardless of who you select as staff...cooperation on the job is a major challenge. The union participation is a strength because of union activists experience working collectively.
- It has a lot to do with the human part--engagement--creating a learning atmosphere for the classroom and for team members too. All are learning...The class should be a safe place to be vulnerable and learning. Everyone benefits!

V. Recommendations

Indicators of Success

After listening to the many Workplace Education Program participants' voices, it is clear that this project demonstrated a model which encourages **learning**. Learning was taking place on many different levels. Workers who took program classes were learning about individual, work-related and personal goals, about the union, about each other (across work departments and across ethnic boundaries), and about personal power. Program staff were learning about workers, about how adults learn, about team-building, and about their own personal goals. Union representatives were learning about the value of offering this type of educational benefit to their members. Employers were also learning about the powerful influence of this type of training on worker morale as well as on skills. And community college representatives were learning about the needs and interests of workers.

From the standpoint of service delivered, the evidence that this demonstration was successful can be seen in the remarkable level of energy and enthusiasm with which nearly all of the different stakeholders interviewed spoke about their experiences with the program. The learners' highly personal feelings of having achieved something by participating and having been changed by the process speak for the power of this model and of the commitment of the individuals who struggled to come together as teams to provide what workers wanted and needed. As Lytle (1990) and Mikulecky (1991) point out, if a program changes individuals' beliefs about themselves and literacy, it has made a major, long-lasting impact.

In addition to these very important but somewhat intangible results, concrete evidence of service delivery success includes the following:

135 workers with certificates of credit from the Workplace Education Program
Improved retention rate over time
Very broad appeal (across 35 different job classfications)
A large number of participants pursuing or planning to pursue further education and training
Many individuals passing certification tests and applying for promotions
Many requests from participants and would-be participants for more classes
Leadership development among workers
Recognition of the sponsorship of the union (a positive union benefit)
Curricula for three workplace courses ready for dissemination
Two student publications
The *Educational Opportunities Guide* for area-wide distribution

Lessons Learned

This was a **demonstration** of a new model of service delivery. As such, many lessons were learned that should be passed on to others interested in implementing similar programs. The fact that team development and delivery of instruction and support services is an ongoing **process** was clearly stated by the team members themselves in the preceding pages. One of the many positive aspects of the SEIU Workplace Education Program has been the willingness of staff on all levels to examine their collective and individual behaviors and values and apply new insights to move the program forward. Their constructive comments were carefully and thoughtfully made and reflect their concern for the well-being of SEIU workers and for the success of the program. The recommendations summed up here represent the experiences of program participants who clearly care about empowering workers to achieve their goals and who would like to see similar programs learn from this demonstration and succeed.

Planning. Allocate time and resources for adequate planning of the program development process. The experience of this (as well as many other workplace education programs) indicates that it always takes far longer to set up the program (especially with multiple partners) than anyone expected.

Partnership development. Plan to spend time developing your partnerships. This means scheduling regular meetings from the very beginning of the project to carefully define individual partner roles and expectations and obtain firm commitments to fulfill agreed-upon obligations. In this project, for example, partner help on assessing needed workplace skills and on curriculum development was written into the original proposal, but did not materialize in the actual demonstration. Frequent communication in which all partners are treated as equals is critical not only to the initial development of the project, but also to the ongoing effective implementation.

Partner contributions. Request that your partners commit resources that will enable **release time** both for learners and for the peer Learning Advocates. The lack of release time in this demonstration project severely dampened its success. Workers were hard-pressed to juggle their schedules to attend classes regularly. Learning Advocates felt seriously pressured to make the necessary contacts, attend classes, and continue to do their health care jobs well. Be clear, up front, about other partner contributions, such as adequate rooms in which to hold classes, appropriate furniture, etc.

Staffing. Consider the characteristics of your program, your partners and the population of workers you wish to serve before you select your staff. For this type of program, staff candidates should have experience with and understanding of: workplaces, workers, unions, how adults learn, collaboration and teamwork. They should be individuals who place the needs of the learner first. They must be open-minded, willing to try new approaches, and willing and able to understand the perspectives of others. Of course they must be highly skilled in their particular area of expertise (teaching, counseling, providing information and stirring up enthusiasm, etc.). For this type of project they must also have a high level of commitment to the particular project approach and goals and the energy to follow through with it. They should be people- as well as goal-oriented, and will need a high tolerance for and understanding of process as well as product.

The **coordination of the project** would benefit from having two key positions: (1) a project director who coordinates the project and acts as liaison with union partners, and (2) a curriculum coordinator/developer who takes the lead on conducting needs assessments, designing work-specific curricula, and skill assessment tools.

In this model, some adjustments could be made regarding **team roles.** The counselor's position could be reduced substantially, if the Learning Advocate's responsibilities were expanded. With proper training LAs could conduct IEPs and do peer counseling, as well as their other duties relating to recruitment, retention, and curriculum development. A vocational counselor and/or social worker should be available on a regular, but limited basis to address special needs.

Training. Don't skimp on training. Allocate sufficient resources and time to train project staff before any services have been designed and implemented. Also include time for ongoing training as staff become more experienced and as they encounter new worker interests and needs. At the beginning of the project, define team member roles clearly. Role play roles so that all members have a chance to play everyone else's role. In particular, spend time doing team-building exercises.

Recruitment. Whenever possible, include line supervisors in the initial program orientation to employer partners and encourage their sense of ownership in the partnership. This may be especially important for your recruitment efforts. Also, choose course titles carefully. "English Upgrade" was inhibiting for many native speakers. The more functional and "adult" you can make a course sound, the better.

Instruction. Anticipate the need to train everyone (learners as well as team members) regarding the team model. You might do some exercises regarding paradigm shifts. (This may well be very work-related if workers are experiencing rapidly changing workplaces.) Remember that adult learners with low basic skills often have very traditional expectations for instruction. Be sure to link class discussions directly to instructional exercises that address worker-identified needs.

Assessment and evaluation. Tread softly, but don't abandon assessment in deference to learners' inhibitions. This project learned very clearly that many workers have very strong fears about tests of their skills. The gains workers in this project made might have been lost if we had rigidly imposed pre- and post-tests to try to document outcomes. However, all individuals who have decided to enter a learning situation voluntarily have some need to see growth. Projects need to explore the measurement of progress in new ways that are meaningful to the learners and their context for learning (in this case, the workplace) without being inhibiting or punitive. We had some glimpses of success in this endeavor in the test-taking classes, when learners eventually passed tests or even when they failed, but realized that they still were supported by their peers and had learned something in the process.

Allocate resources for project evaluation, being sure to include formative evaluation. Program staff appreciate time to reflect on their experiences and benefit from an outside perspective. The day-to-day documentation of project activities and outcomes, although sometimes tedious, can show overall growth where individual steps seemed small. Such documentation can also be very useful for obtaining further funding to continue to provide training that awakens workers' dreams.

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APPENDIX A

Participatory Evaluation Plan

Northwest Regional Educational Laboratory

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R&D Center for Workplace Communication

SEIU Workplace Education Program
Health Care Skill Builders

Participatory Evaluation Plan
February 1 - August 31, 1992

Evaluation is a critical component in the success of any training program. Workplace literacy training programs present particular challenges for evaluation due to the variety of work contexts and job skills applications for which participants may be preparing. It is often difficult to link skills taught to short-term job performance changes. There are a number of reasons for this. Clear definitions of the literacy skills required to do specific jobs are often lacking. Employers may require certain levels of literacy or educational certificates that have limited or no relation to the skills required to do the job. In addition, many other aspects of work and workplaces create ambiguity regarding the potential for learners to use their new or improved skills successfully. For example, the current structure of the work (peer reluctance to change "traditional" ways of doing things, supervisor attitudes -- the social or physical organization of the work) may impede individual workers' use of new skills in their jobs.

In planning the evaluation of the SEIU Workplace Education Program (WEP) we have considered these challenges. The resulting plan is participatory in nature, that is, program staff and learners are playing a key role in the identification of program goals to be evaluated and data to be collected, as well as in the actual collection of data and interpretation of results. The perspectives of all stakeholders -- representing the different partners in this program (community college, management, union, Center for Working Life) and the different roles (administrator, instructors, counselors, peers/Learning Advocates, and the learners themselves) -- will be included in the evaluation. A wide range of methods will be used to ensure inclusion of these perspectives: registration data, meeting notes, interviews, Individual Education Plans (IEP's), learner writing samples, anecdotes. In this way, the evaluation will not be limited to one particular measure of success.

This participatory design is particularly well-suited to the SEIU program. The program demonstrates the delivery of a worker-centered curriculum using a unique, multi-faceted team model. This innovative model of service delivery is what sets the WEP program apart. The model was created by the Center for Working Life based on extensive experience developing peer support systems with dislocated workers and in other workplace settings. The model identifies peers from among the workers offered the training and trains them to become Learning Advocates (LA's). As described further below, these LA's join instructors and counselors to form teams who provide instruction, encouragement and social support services, thus offering a comprehensive program in which learner interests and needs can be fully addressed.

AN EQUAL OPPORTUNITY EMPLOYER

The evaluation will focus on two levels of program goals: (1) the actual training designed and delivered to workers, and (2) the overall program model of service delivery. Also, as is customary, the evaluation planned for the SEIU Workplace Education Program will be both formative and summative. Within the constraints of remaining program time, the evaluation will provide ongoing information and suggestions to ensure that the program is addressing learner needs in the most appropriate manner (formative evaluation), and it will document and interpret participant outcomes (summative evaluation).

Evaluation of Worker Training

The SEIU Workplace Education Program was designed to demonstrate the development and delivery of a worker-centered, union-based training program that provides workers with skills needed to conduct their work well, advance to other jobs, pursue further education or training, and generally feel more empowered to achieve their personal goals. Specific goals within this framework will be examined in the evaluation of the training. These were identified through evaluation planning discussions with WEP and Center for Working Life (CWL) staff and advisory committee members and analysis of stakeholder interviews regarding indicators of the program's success. (For further information about success indicators, see attached Summary of Stakeholder Data, previously submitted to SEIU/WEP.)

Training goals to be evaluated include:

- Involve workers, union, management in identification of needed skills, recruitment, instructional design and delivery, and evaluation
- Create training that addresses learners' goals
- Create training that increases learners' reading/writing skills
- Create training that increases learners' English communication skills (ESL)
- Create training that encourages participants to pursue further education/training
- Create training that prepares workers for job mobility/promotions
- Create training that provides union information and increases union involvement
- Create training that enhances workers' self-esteem and sense of personal power

As noted in Table 1 (attached), information on each of these goals will be gathered from several sources and through a variety of methods. For example, the WEP Coordinator gathers minutes from Advisory Board and staff meetings; staff and the evaluator conduct interviews; teachers, counselors, and Learning Advocates gather anecdotes of learner applications of skills and efforts to pass civil service exams; learners write about their goals and skills and evaluate the classes.

Table 2 summarizes the particular kinds of student data and outcomes we will track. These include:

- student demographic information
- student job information
- class attendance and retention
- goals and any changes in them (from beginning to end of course)
- barriers to participation and how they were/were not overcome
- improvements in students' writing
- attitudes about reading and writing (and changes)
- uses of reading and writing (and changes over time)
- workers' contacts with Learning Advocate and Counselor
- reasons for dropping out
- degree of student satisfaction with the class
- workers' perceptions of the program model (roles of instructor, counselor, and LA)
- impact of counselor and LA on workers' experience in the program
- outcomes in different arenas of workers' lives: educational, work-related, union involvement, family/personal, job upgrading efforts

The IEP's developed between counselor and student will serve as pre-interviews to document learners' goals and any obstacles to participation. Student writing samples will be collected at the beginning and end of the classes (portfolios) to document any changes in writing skills. Also, as part of these samples students will be asked to write about their goals and their views of themselves as workers and learners. In class, students will be asked to share examples of how they have applied something they've learned in class to their work or life outside of work. These uses of new skills or knowledge will be noted on a chartpak to add to the anecdotal information being gathered by all staff. At the end of the class cycle, students will evaluate the class and will be asked to respond to a questionnaire about their accomplishments and any changes in their goals.

With regard to potential worker outcomes, we will be documenting workers' interest in and actual pursuit of further education or training; uses of newly acquired skills and knowledge on the job; increased participation in union activities; changes in family/personal goals and activities, especially regarding education; and test-taking, certification efforts, and applications for job promotions or changes.

The use of multiple indicators of program impact on learners and a wide range of sources of data provides a comprehensive and more accurate picture of the effectiveness of the program. Because of the many social, organizational and economic forces (noted earlier) that may also influence workers' ability to use their skills and achieve their goals, we will not limit our measures of success to actual certification or job promotions. Rather, we will document efforts to achieve such goals, even if certification or a particular upgrade was not achieved. Individuals' efforts to make changes in their lives may well be an indicator of the program's influence.

Because participants in this program are being drawn from a variety of job positions and departments, it will be impossible to compare changes in their skills, behaviors and job advancement with any control group. However, the multiple sources of information and methods of gathering it help to ensure that the changes documented are real, rather than biased perspectives of individuals. This triangulation -- inherent in participatory evaluation -- is a strength of the evaluation plan.

Evaluation of Program Model

As noted above, the SEIU Workplace Education Program is demonstrating an exciting model of training delivery. The model creates a team comprised of teacher, counselor and peer Learning Advocate to encourage and model learning through classroom collaborative teaching and counseling and other kinds of support outside of class. The model uses the peer Learning Advocates to encourage workers to participate and incorporates these advocates into the classroom setting also, where they play a significant role in providing information and leading discussions. The model is challenging for teachers unused to team teaching or sharing the classroom with non-teacher professionals. However, it has the potential to be an effective teaching tool because by giving authority and credibility to the peer Learning Advocates and counselors as well as to the teachers, the model is illustrating the empowerment of individuals -- a fundamental goal of the SEIU Workplace Education Program.

The evaluation will look carefully at the development of this model of service delivery. Through pre-service and ongoing training provided by the Center for Working Life for Learning Advocates, counselors, and instructors, and through curriculum committee meeting notes and interviews with members of the teams and with the learners as well, we will trace the evolution of these teams -- their frustrations, their breakthroughs, their insights, and their effectiveness. How did they define their roles and their interrelationships? How did their perceptions of themselves and their own goals change during their participation in these teams? How were their roles and relationships perceived by the learners? How did the various components of the model (advocacy, instruction, social support services) affect the learners' experiences with the program? What impact did peer involvement have on the delivery of instruction? Was the empowering model reflected in learner perceptions of the program, themselves, their goals and their potential to achieve them?

This program also endeavors to strengthen Labor/Management collaboration. Whether or not it does so will be documented through interviews with union and management representatives as well as WEP/CWL staff. These interviews will be analyzed within the context of the extensive documentation of the program's design and development.

Program developers also hope that the program will lead to the development of other union-based educational programs. We will include in interviews questions regarding future plans for such programs.

Program model goals to be evaluated include:

- Create effective training/support teams
  - Train and develop Learning Advocates
  - Train and develop counselors
  - Train and develop instructors
  - Conduct team-building activities (through curriculum committees and delivery of instruction)
  - Develop role of Learning Advocate as provider of key information on workplace and worker concerns
  - Conduct monthly project meetings to coordinate program activities
- Strengthen Labor/Management collaboration
- Lead to development of other union-based education programs

Table 1 lists the sources and methods for gathering information on these goals.

Evaluation Activities and Timeline

Table 3 presents the major activities, participants, and completion dates for this evaluation plan. The tasks and timeline are mainly self-explanatory. It is important to note that a major activity of the evaluation will be two site visits, conducted in early April (before the current cycle of classes concludes) and in early July (before the last cycle concludes). The timing of these visits is based on the need to visit the classes at least once to provide us with some understanding of the context of service delivery. However, the bulk of these site visits will be focused on conducting stakeholder interviews. Most of these will be with learners from previous cycles of classes. In this way, we will attempt to gather data on uses of skills, changes in jobs, and changes in goals 3-4 months after participating in the classes. A few months is a short amount of time in which to expect change to occur. However, it is important to gather learner perspectives once they have left the program. Also, for new learning to have a lasting effect, it needs to be put to use relatively soon after it is acquired. These interviews will help us document applications of skills and efforts to achieve individual goals.

Evaluation Budget

A budget for the evaluation plan is attached.

Revised Version

SEIU Workplace Education Program
Health Care Skill Builders

Participatory Evaluation Plan
February 1 - August 31, 1992

TABLE 1. EVALUATION OF PROGRAM GOALS

Goals	Info. Sources	Methods	Who Collects
I. Worker Training			
Involve workers, union, management in i.d. of needed skills, recruitment, instructional design & delivery, & evaluation	Workers, management, union, WEP staff, LA's, counselors, instructors	Advisory Board mtgs. Needs assessment Stakeholder interviews IEP's Staff meetings Class discussions	WEP Coord. WEP Coord. WEP Coord., NWREL Counselors WEP Coord., NWREL Instructors/LA's
Create training that addresses learners' goals	Learners	IEP's	Counselors
Create training that increases learners' reading/writing skills	Instructors, learners, LA's	Portfolios (pre/post) Anecdotes Interviews	Instructors LA's, counselors NWREL
Create training that increases learners' English communication skills (ESL)	Instructors, learners, LA's	Pre/post assessments Anecdotes Interviews	Instructors LA's, counselors NWREL
Create training that encourages pursuit of further ed./training	Learners, LA's	IEP's Anecdotes Interviews	Counselors LA's, counselors NWREL
Create training that prepares workers for job mobility/promotions	Learners, management, union	IEP's Anecdotes Interviews	Counselors, NWREL LA's, counselors NWREL
Create training that provides union info. and increases union involvement	Learners, Union, LA's	Class evaluations Anecdotes Interviews	LA's, WEP staff LA's, counselors NWREL

Revised

Create training that enhances workers' self-esteem and sense of personal power	Learners	Interviews Anecdotes/observations Class evaluations	NWREL LA's, counselors
II. Program Model			
Create effective training/support teams	Instructors, counselors, LA's, learners, CWL staff, WEP Coord.	Interviews Written eval. Mtg. minutes	NWREL LA's/instruc. WEP Coord.
o Train and develop Learning Advocates	CWL staff, LA's	Interviews	NWREL
o Train and develop counselors	CWL staff, counselors	Interviews	NWREL
o Train and develop instructors	CWL staff, instructors, WEP Coord.	Interviews	NWREL
o Conduct team-building activities	Instructors, counselors, LA's, learners, CWL staff, WEP Coord.	Interviews Curric. committee notes	NWREL
o Develop role of Learning Advocate re info on workplace/worker concerns	Learners, LA's, counselors, instructors, CWL staff, WEP Coord.	Interviews	NWREL
o Conduct monthly project meetings to coord. prog.	Instructors, counselors, LA's, CWL staff, WEP Coord.	Mtg. minutes Interviews	WEP Coord. NWREL
Strengthen Labor/Management collaboration	Union, management, WEP/CWL staff	Interviews	NWREL
Lead to devel. of other union-based ed. progs.	Union, WEP/CWL staff	Interviews Meetings	NWREL WEP Coord.

Revised

SEIU Workplace Education Program
Health Care Skill Builders

Participatory Evaluation Plan
February 1 - August 31, 1992

TABLE 2. MEANS OF TRACKING STUDENT DATA AND OUTCOMES

Data/Outcomes	Means	By Whom	When
Student Demographic Info	Community College Registration	WEP staff	2nd week of class cycle
Student Job Info (class, dept, seniority, shift)	Class Sign-up Form	WEP staff	Beginning of each class cycle
Attendance	Attendance Form	Instructors	Throughout cycle
Retention	CC credit given & program records	Instructors, WEP staff	End of each class cycle
Change in goals	IEP (pre/post)	Counselors	Beginning & end of class cycle
Overcoming identified barriers	IEP	Counselors	Beginning & end of class cycle
Writing improvement	Portfolio review/assessment	Instructors & learners	Pre/post writing sample & throughout cycle
Reading/Writing Uses/Attitudes	Student-generated assessment (list)	Instructors	2nd week of class & last week of class
LA contact with workers	Contact Log	Learning Advocates	Throughout cycle
Counselor contact with workers	Contact Log	Counselors	Throughout cycle
Reasons for dropping class	Phone follow-up Personal contact	Counselors LA's	After "x" time not coming to class
Student satisfaction with class	Student-generated end-of-class evaluation	LA's, counselors	Last week of class cycle
Workers' perceptions of program model (roles of instructor, counselor, and LA)	End-of-class eval. questionnaire Class discussion led by LA's Interviews	LA's, counselors LA's, counselors NWREL	Last week of class cycle After class completion
Impact of counselor and LA on workers' experience in program	Interviews	NWREL	After class completion
OUTCOMES > see "Outcomes" form attached	Outcome tracking form	LA's, Counselors, Instructors--- Compiled by WEP	During and after class cycle

Revised

SEIU Workplace Education Program
Health Care Skill Builders

LEARNER OUTCOMES

Learner:

Class: Staff: Date:

OUTCOMES

Educational:

Work-related: (e.g., using what learned)

Union Participation:

Family/Personal:

Test-taking/Job Upgrade:

OTHER:

SEIU Workplace Education Program
Health Care Skill Builders

Participatory Evaluation Plan
February 1 - August 31, 1992

TABLE 3. EVALUATION ACTIVITIES TIMELINE

Activity	Participants	Completion Date
Finalize Evaluation Plan based on January evaluation meeting and initial interviews	WEP staff, CWL staff, NWREL	March 31, 1992
Collect student data and outcomes (see attached chart)	WEP staff, counselors, LA's, instructors	Ongoing
Review IEP's and other student data as it becomes available	NWREL, WEP Coord.	Ongoing
Hold periodic phone discussions to provide technical assistance/ formative project evaluation	NWREL, WEP Coord.	Ongoing
Design stakeholder interview questionnaires	NWREL (with input from WEP Coord.)	March 31, 1992
Develop specifications for data aggregration	NWREL, WEP Coord.	April 30, 1992
Conduct two site visits to meet with project staff, observe classes, and interview stakeholders (esp. learners from previous class cycles)	NWREL, WEP staff, CWL staff	Early April & early July (4 days each)
Analyze data collected	NWREL (based on aggregation by WEP & CWL staff)	Ongoing
Prepare final evaluation report	NWREL	August 21,1992

Revised

APPENDIX B

Learner Goals and Outcome Data

Learner Goals and Outcome Data

Class	Starting Enrollment/ # Receiving Credit (%)	Data Source (# and % of Those Receiving Credit)			
		IEPs	Student Evaluations	Student Outcomes	Interviews
Pilot Class	18/8 (44%)				
Cycle 1:					
K/O Math Upgrade	15/8 (53%)	3 (45%)	Summary		
FM English Upgrade	25/13 (52%)	7 (54%)	Summary		9 (69%)
HGH English Upgrade	18/14 (78%)	10 (71%)	Summary		8 (57%)
Cycle 2:					
FM ESL	17/16 (94%)	15 (94%)	14 (88%)	9 (56%)	4 (25%)
FM Reading/ Writing	13/8 (62%)	3 (45%)	4 (50%)	6 (75%)	5 (63%)
HGH Reading/ Writing	15/12 (80%)	7 (58%)	6 (50%)	12 (100%)	7 (58%)
Cycle 3:					
FM ESL	29/23 (79%)	7 (30%)	12 (56%)	7 (30%)	2 (9%)
FM Test Taking	20/18 (90%)	7 (39%)	9 (50%)	14 (70%)	5 (28%)
HGH Test Taking	18/15 (83%)	10 (67%)	8 (57%)	8 (53%)	2 (13%)
TOTAL	**188/135** (72%)	**69**	**53**	**56**	**42**

APPENDIX C

Job Classification and Union Membership of Participants

Health Care Skill Builders
Job Classification and Union Membership of Participants

The Health Care Skill Builders program served 188 students.

LOCAL 250

CNA	21
Dental Asst.	2
Environmental Svcs.	52
Food Service Worker	4
Home Health Aide	1
HST/Nurse Asst.	10
Laundry Svc. Worker	3
Linen Room Worker	1
LVN	6
Medical Assistant	4
Nurse Assistant	24
Nurse Asst. Driver	3
Nurse	1
Occup. Therapy Aide	2
Psychiatric Attendant	1
Storekeeper I	1
Currently not working	5
	141

LOCAL 616

Account Clerk II	2
Billing Clerk	3
Clerk	2
Clerk II	10
Clerk II PBX Operator	1
Data Input Clerk	3
Eligibility Tech	1
Medical Clerk	1
Messenger	1
Payroll Records Clerk	1
Public Works Inspector	1
Specialist Clerk	9
Staff Coord. Clerk	1
Stenographer	1
Stenographer II	1
Supply Clerk II	1
	39

LOCAL 28

Nutrition Aide	1

LOCAL 29

Receptionist	2

OTHER

Not an SEIU member/ hospital employee	5

PILOT CLASS (Jun. - Aug. 1991)

18 people enrolled, from the following job classifications:

LOCAL 250

Environmental Services	14
Storekeeper I	1
Medical Assistant	1
	16

LOCAL 28

Nutrition Aide	1

LOCAL 29

Receptionist	1

CYCLE ONE (Oct. - Dec. 1991)

1. Kaiser/Oakland, Math Skills Upgrade:

15 people enrolled, from the following job classifications:

LOCAL 250		LOCAL 28	
Environmental Services	10	Food Service Worker	1
Medical Assistant	3		
Psychiatric Attendant	1		
	14		

2. Fairmont, English Skills Upgrade:

25 people enrolled, from the following job classifications:

LOCAL 250		LOCAL 616	
Environmental Services	7	Billing Clerk	1
Laundry Service Worker	2	Medical Clerk	1
Food Service Worker	1	Messenger	1
Linen Room Worker	1		3
HST/Nurse Asst.	4		
Nurse Assistant	1		
Nurse Asst. Driver	1		
CNA	3		
LVN	2		
	22		

3. Highland, English Skills Upgrade:

18 people enrolled, from the following job classifications:

LOCAL 250		LOCAL 616	
Environmental Services	9	Specialist Clerk	1
Nurse Assistant	2	Data Input Clerk	1
	11	Billing Clerk	1
		Supply Clerk II	1
		Clerk II	3
			7

CYCLE TWO (Jan. – Apr. 1992)

1. Fairmont, English as a Second Language

17 people enrolled, from the following job classifications:

LOCAL 250		NOT IN UNION	
Environmental Services	1	Not a hospital employee	1
HST/Nurse Asst.	1		
Nurse Assistant	8		
CNA	4		
Currently not working	2		
	16		

2. Fairmont, Reading and Writing Skills Upgrade

13 people enrolled, from the following job classifications:

LOCAL 250		LOCAL 616	
Environmental Services	3	Clerk II	1
Food Service Worker	1	Receptionist	1
Occupational Therapy Aide	1		2
HST/Nurse Asst.	2		
Nurse Asst. Driver	1		
CNA	2		
LVN	1		
	11		

3. Highland, Reading and Writing Skills Upgrade

15 people enrolled, from the following job classifications:

LOCAL 250		LOCAL 616	
Environmental Services	5	Clerk	1
Nurse Assistant	1	Clerk II	1
CNA	1	Data Input Clerk	1
Home Health Aide	1	Staff Coord. Clerk	1
Dental Assistant	1	Billing Clerk	1
	9	Specialist Clerk	1
			6

CYCLE THREE (May – Jul. 1992)

1. Fairmont, English as a Second Language

29 people enrolled, from the following job classifications:

LOCAL 250	
Environmental Services	1
Food Service Worker	1
Laundry Svc. Worker	1
Nurse Assistant	11
HST/Nurse Asst.	1
CNA	7
LVN	1
Currently not working	3
	26

NOT IN UNION	
Not a hospital employee	3

2. Fairmont, Test Taking Skills

20 people enrolled, from the following job classifications:

LOCAL 250	
Environmental Services	2
Nurse Assistant	1
Nurse Asst. Driver	1
HST/Nurse Asst.	2
CNA	2
LVN	2
Nurse	1
Occupational Therapy Aide	1
	12

LOCAL 616	
Clerk II	3
Specialist Clerk	2
Data Input Operator	1
Public Works Inspector	1
Eligibility Tech	1
	8

3. Highland, Test Taking Skills

18 people enrolled, from the following job classifications:

LOCAL 250	
CNA	2
Dental Assistant	1
	3

NOT IN UNION	
Not a hospital employee	1

LOCAL 616	
Clerk	1
Clerk II	2
Clerk II PBX Operator	1
Specialist Clerk	5
Account Clerk II	2
Payroll Records Clerk	1
Stenographer	1
Stenographer II	1
	14

APPENDIX D

Stakeholder Interviews List

Stakeholder Interviews

April 7-10, 1992:

11 Learners:

At Highland Hospital:
3 who attended Cycle 1: Reading & Writing Upgrade only
3 who attended Cycles 1 & 2: Reading & Writing Upgrade

At Fairmont Hospital:
1 who attended Cycle 1: Reading & Writing Upgrade only
3 who attended Cycles 1 & 2:
  3 in Cycle 1: Reading & Writing Upgrade
  1 in Cycle 2: Reading & Writing Upgrade
  2 in Cycle 2: English as a Second Language (ESL)
1 who dropped out

11 Team Members:

4 Learning Advocates
3 Counselors
3 Instructors
1 Coordinator

4 Union Officials (representing SEIU Locals 250, 616 and 535 and the Joint Council)

4 Company Officials (in 3 interviews, representing Highland and Fairmont)

1 Community College Administrator

July 7-10, 1992:

16 Learners (in 14 interviews):

At Highland Hospital:
  2 who attended Cycles 1 & 2: Reading & Writing Upgrade
  1 who attended Cycle 2: Reading & Writing Upgrade
  1 who attended Cycles 2 & 3 (2: Reading & Writing Upgrade; 3: Test-Taking Skills)
  1 who attended Cycle 3: Test-Taking Skills

At Fairmont Hospital ESL:
  1 who attended Cycle 1: Reading & Writing Upgrade
  1 who attended Cycle 2: ESL
  1 who attended Cycle 3: ESL
  1 who attended all three cycles

At Fairmont Hospital:

- 1 who dropped out of Cycle 1: R&W but attended Cycle 3: Test-Taking Skills
- 2 who attended Cycles 1 & 2 (one interview)
- 1 who attended Cycles 2 (R&W) & 3 (Test-Taking)
- 1 who attended all three cycles but dropped out of the third
- 2 who attended Cycle 3: Test-Taking (one interview)

11 Team Members:

- 4 Learning Advocates
- 2 Counselors
- 3 Instructors
- 1 Coordinator
- 1 Assistant

3 Union Officials (representing Locals 250 and 616)

5 Company Officials (representing Highland and Fairmont):

- 1 Personnel Manager
- 4 Supervisors

1 Community College Administrator

1 SEIU Administrator (Washington DC, by phone)

APPENDIX E

Interview Questionnaires:

Learner Interview (A/B)
Learner Interview (C)
Team Member Interview
Union Official Interview
Company Official Interview
Community College Interview

Learner No.:____________
Program:______________
Interviewer:____________
Date:________________

SEIU Workplace Education Program Evaluation

Learner Interview (A/B)

Thank you for agreeing to talk to me today about your experiences in the SEIU Workplace Education Program. By sharing your experiences and your views about the training you received, you can help the Program improve what it offers and make sure it is meeting workers' needs. Also, because this is a national demonstration, your opinions may help workers across the country.

This interview should take at most a half hour. As we go through the interview, if you have any questions or comments you'd like to add, please feel free to do so. Also, let me assure you that all the information you provide will be strictly confidential. Any reports of this evaluation will only provide general information about the Program; no information about individuals will be reported.

1. Before we start, how did you hear about this Program and how long have you been participating in it?

____

____

____

2. What do you see as the main purpose of the Program? (Was it clear to you at the start?)

____

____

____

____

3. What did you hope to accomplish by taking the class? (What were your own goals for participating in the Program?)

____

____

____

____

4. Did you achieve your goals? Yes ___ No ___
[If no] Is there anything that might have helped you to reach your goals?
Yes ___ No ___

[If yes] What?____

____

____

____

5. Did your (English) skills improve as a result of taking the class? (Are there things you can do now -- communicate, read, write, problem-solve now -- that you couldn't before or that you can do better?) Yes ___ No ___

[If so] Can you give me some examples?

____

____

____

____

6. How do you feel about your (English) skills now?___________________

____

____

____

7. Is this because you took the class? Yes ___ No ___

____

____

____

____

8. Can you give me an example of how you have used something you learned in class on the job?

9. Has taking the class affected your work or personal life in any other way?
Yes ___ No ___

[If yes] In what way(s)?

10. Have your goals changed since taking the class? Yes ___ No ___

[If yes] How have they changed?

11. Is your job changing? Yes ___ No ___

[If yes] In what way(s)?

12. Do you need any additional skills to do your current job well?
Yes___ No ___

[If yes] What kinds of skills?

13. Are there opportunities to move up? Yes ___ No ___

[If yes]How do you find out about them?

14. Have you applied for a promotion or different job? Yes ___ No ___

[If yes] What job? Here or at another company?

15. Do you need any additional skills to do the job you want?
Yes ___ No ___

[If yes] What kinds of skills?

16. Have you taken any tests needed for a promotion or different job?
Yes ___ No ___

[If yes] How did you do?

17. Did the class increase your knowledge of union activities? Yes ___ No ___

18. Has your involvement with the union changed since taking the class?
Yes ___ No ___

[If yes] In what way(s)? Same More Less

____

____

____

19. Had you taken any other adult education or training classes before taking this one?
Yes ___ No ___

[If yes] What class(es)?

____

____

____

Did you complete it/them? Yes ___ No___

[If no] Why not?

____

____

____

20. Since taking this class have you taken any other education/training class?
Yes ___ No ___

[If yes] What class(es)?

____

____

____

[If current SEIU class] How is it going?

____

____

____

21. Do you have any plans to take any other class or training in the future?
Yes____ No____

[If yes] What class(es)?

22. Does the union or your employer offer other educational benefits?
Yes ___ No ___

[If yes] What types of benefits?

23. Getting back to the SEIU Workplace Education Program class you took last cycle, what was the best thing about the class for you?

24. Is there anything about the Program or the class that could be improved?
Yes ___ No ___

[If yes] What?

[If yes] How?

25. On a scale of 1-4 where 1 is the lowest and 4 is the highest, how would you rate the following aspects of the class:

Time it was held:

Place it was held:

Content of class:

Materials used:

Quality of instruction:

Length of course:

Support services (such as childcare, transportation, educational counseling, etc.):

Recruitment/publicity:

26. When you were taking the class, did you run into any problems that made it difficult to continue? Yes ___ No ___

[If yes] What kinds of problems?

____

____

____

How did you resolve them?

____

____

____

[If did not resolve them] What might have helped you to resolve them?

____

____

____

27. Regarding the way the class was set up and the services available to you through the Program, did you find it helpful to have the 3-member team (instructor, counselor, and Learning Advocate) in the classroom? Yes ___ No ___

[If yes] In what ways?

____

____

____

____

[If no] Why not?

27a. How would you describe the role of the Learning Advocate in the team?

What kinds of things did she do?

Was the Learning Advocate available enough for you? Yes ___ No ___

[If no] What would have been better?

27b. What about the role of the Counselor? (describe)

What kinds of things did she do?

Was s/he available enough for you? Yes ___ No ___

[If no] What would have been better?

27c. And the Teacher's role in the team?

What kinds of things did she do?

28. Did you feel that you had some input regarding what you were taught?
Yes ___ No ___

Can you give me an example of why you feel that way?

29. Was setting up an IEP useful for you? Yes____ No____

[If yes] In what ways?

[If no] Why not? (What would have been better?)

30. Do you think the union should sponsor more classes and support services like these?
Yes ___ No ___

Why?

31. If it does, what would be the best way to recruit more learners?

32. Do you have any other comments or suggestions you'd like to make?

Thank you for taking your time to help us improve this Program. The Program is based on the idea that the views of workers count. We really appreciate having you share your opinions with us.

Learner No.:____________
Program:____________
Interviewer:____________
Date:____________

SEIU Workplace Education Program Evaluation

Learner Interview (C)

Thank you for agreeing to talk to me today about your experiences in the SEIU Workplace Education Program. By sharing your experiences and your views about the training, you can help the Program improve what it offers and make sure it is meeting workers' needs. Also, because this is a national demonstration, your opinions may help workers across the country.

This interview should take at most a half hour. As we go through the interview, if you have any questions or comments you'd like to add, please feel free to do so. Also, let me assure you that all the information you provide will be strictly confidential. Any reports of this evaluation will only provide general information about the Program; no information about individuals will be reported.

1. Before we start, how did you hear about this Program?

____

____

____

2. What do you see as the main purpose of the Program? (Was it clear to you at the start?)

____

____

____

____

3. What did you hope to accomplish by taking the class? (What were your own goals for participating in the Program?)

____

____

____

____

4. How long did you attend?

5. Why did you decide not to continue with the class?

6. Is there anything that might have made it easier or more worthwhile for you to continue? Yes ___ No ___

[If yes] What?

7. Have you continued to work toward your goals? Yes ___ No ___

[If yes] How?

Achieved them? Yes ___ No ___

[If haven't continued to work on them] Why not?

8. How do you feel about your (English) skills now?

9. Has this changed since you signed up for the class?
Yes ___ No ___

10. Can you give me an example of anything you learned while attending the class that you have used on the job?

11. How about in your personal life?

12. Have your goals changed since you signed up to take the class?
Yes ___ No ___

[If yes] How have they changed?

13. Is your job changing? Yes ___ No ___

[If yes] In what way(s)?

14. Do you need any additional skills to do your current job well?
Yes ___ No ___

[If yes] What kinds of skills?

15. Are there opportunities to move up? Yes ___ No ___

[If yes]How do you find out about them?

16. Have you applied for a promotion or different job?

[If yes] What job? Here or at another company?

17. Do you need any additional skills to do the job you want?
Yes ___ No ___

18. Have you taken any tests needed for a promotion or different job?
Yes ___ No ___

[If yes] How did you do?

____

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____

____

19. Had you taken any other adult education or training classes before signing up to take this one? Yes ___ No ___

[If yes] What class(es)?

____

____

____

Did you complete it/them?

[If no] Why not?

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20. Since signing up for this class have you taken any other education/training class? Yes ___ No ___

[If yes] What class(es)?

____

____

____

21. Do you have any plans to take any other class or training in the future?

[If yes] What class(es)?

____

____

____

22. Does the union or your employer offer other educational benefits?
Yes ___ No ___

[If yes] What types of benefits?

23. Getting back to the SEIU Workplace Education Program class you started last cycle, what was the best thing about the class for you?

24. Is there anything about the Program or the class that could be improved?
Yes___ No ___

[If yes] What?

[If yes] How?

25. On a scale of 1-4 where 1 is the lowest and 4 is the highest, how would you rate the following aspects of the class:

Time it was held:

Place it was held:

Content of class:

Materials used:

Instruction:

Length of course:

Support services (childcare, transportation, educational counseling, etc.):

Recruitment/publicity:

26. When you were attending the class, did you run into any specific problems that made it difficult to continue? Yes ___ No ___

[If yes] What kinds of problems?

How did you try to resolve them?

[If did not resolve them] What might have helped you to resolve them?

27. Regarding the way the class was set up and the services available to you through the Program, did you find it helpful to have the 3-member team (instructor, counselor, and Learning Advocate) in the classroom?
Yes ___ No ___

[If yes] In what ways?

[If no] Why not?

27a. How would you describe the role of the Learning Advocate in the team?

What kinds of things did she do?

Was the Learning Advocate available enough for you? Yes ___ No ___

[If no] What would have been better?

27b. What about the role of the Counselor? (describe)

What did s/he do?

Was s/he available enough for you? Yes ___ No ___

[If no] What would have been better?

____

____

____

27c. And the Teacher's role in the team?

____

____

____

____

What kinds of things did she do?

____

____

____

____

28. Did you feel that you had some input regarding what you were taught?
Yes ___ No ___

Can you give me an example of why you feel that way?

____

____

____

29. Was setting up an IEP useful for you? Yes____ No____

[If yes] In what ways?

____

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____

[If no] Why not? (What would have been better?)

29. Do you think the union should sponsor more classes and support services like these? Yes ___ No ___

Why?

30. If it does, what would be the best way to recruit more learners?

31. Do you have any other comments or suggestions you'd like to make?

Thank you for taking your time to help us improve this Program. The Program is based on the idea that the views of workers count. We really appreciate having you share your opinions with us.

Team Member No.:____________
Program:____________________
Interviewer:_________________
Date:_______________________

SEIU Workplace Education Program Evaluation

Team Member Interview

Thank you for taking the time to talk to me today about your experiences in the SEIU Workplace Education Program. As you know, you are helping to demonstrate an interesting new model of instruction and service delivery in the workplace. By sharing your experiences and your views about the training and services the Program is providing, you can help improve what it offers and make sure it is meeting workers' needs. Because this is a national demonstration, your views can also contribute to improving workplace programs across the country.

This interview should take at most a half hour. As we go through the interview, if you have any questions or comments you'd like to add, please feel free to do so. Also, let me assure you that all the information you provide will be strictly confidential. Any reports of this evaluation will only provide general information about the Program; no information about individuals will be reported.

1. Before we begin, how long have you been with the Program?

____
____
____
____

2. What do you see as the main purpose of this Program?

____
____
____
____

3. What is the philosophy on which the Program is based?

____
____
____

4. What do you hope to accomplish by participating in this Program?

5. What professional goals do you have for participating in this Program?

6. What personal goals?

7. Has your perception of yourself as a professional and/or your goals changed while being a part of an SEIU/WEP team?

8. How are you doing on your goals?

9. How is the Program doing? What would indicate that this Program is a success?

____

____

____

____

10. What would help the Program achieve that success?

____

____

____

____

11. What barriers/obstacles are standing in the way?

____

____

____

____

12. Have any of these been removed? Yes ___ No ___

[If yes] Which ones and how?

____

____

____

____

13. In your opinion, what is the best aspect of this Program?

____

____

____

____

14. Is there anything about the Program or the classes that could be improved?
Yes ___ No ___

[If yes] What?

____

____

____

____

15. On a scale of 1-4 where 1 is the lowest and 4 is the highest, how would you rate the following aspects of the classes:

Time held:

Place held:

Content of class:

Materials used:

Quality of instruction:

Length of course:

Support services (such as childcare, transportation, educational counseling, etc.):

Recruitment/publicity:

16. How do you know how the learners are doing? (How do you assess them? What do they tell you?)

____

____

____

____

Regarding the team model of instruction and service delivery:

17. How did you define/negotiate your role and relationship with other team members?

18. What worked best to develop the team?

19. With the 20-20 vision of hindsight, could anything have been done better to develop the team?
Yes ___ No ___

[If yes] What (how)?

20. Regarding the team-building process, what were some of the frustrations you felt?

21. Can you describe any particular breakthroughs? (At what point? Who facilitated?)

22. What aspects would you say are essential to the effective functioning of this team?

23. How did the learners perceive the roles and relationships of the three team members?

Did anyone explain the model to them? Who? How? Best way to do so?

23a. How would you define the role of the Learning Advocate in the team?

What kinds of things did she do?

Was she available enough to workers? Yes ___ No ___
To team members? Yes ___ No ___
(Explain)

23b. What about the role of the Counselor? (define)

What kinds of things did s/he do?

Was s/he available enough to workers? Yes ___ No ___
To team members? Yes ___ No ___
(Explain)

Was setting up IEPs useful? Yes ___ No ___

[If yes] In what ways?

[If no] Why not? (What would have been better?)

23c. And the teacher's role in the team?

What kinds of things did she do?

Was she available enough to workers? Yes ___ No ___
To team members? Yes ___ No ___
(Explain)

24. How would you rate the effectiveness of the various components (advocacy, instruction, social support services) for the learners? (Using a scale of 1-4, where 1 is least effective, and 4 most effective)

Advocacy:

Instruction:

Social support:

25. What has been the impact of peer involvement on the delivery of instruction?

____

____

____

____

26. Do you feel you have had some influence on the design, content and delivery of instructional training and services?
Yes ___ No ___

[If yes] Please describe the nature of your influence.

____

____

____

____

[If no] What has inhibited your influence?

____

____

____

____

27. Have you been able to see any evidence of the influence of this empowering model on learners' perceptions of themselves, their goals, and their potential?
Yes ___ No ___

[If yes] Can you give me some examples?

____

____

____

____

[If no] Why not?

____

____

____

____

28. Did you have sufficient training to prepare you to be an effective member of this team? Yes ___ No ___

[If no] What would you change about your training? (add, delete, adapt?)

____

____

____

____

29. Do you have any insights/advice for someone trying to set up a similar service delivery model?

____

____

____

____

Thank you for taking your time to talk to me. Understanding your perspective will really strengthen the evaluation process and contribute to the design and delivery of workplace programs nationwide.

SEIU Workplace Education Program Evaluation
Addendum for Instructor Interview

1. How did you determine the curriculum objectives?

____

____

____

2. How did you select the content?

____

____

____

3. How did you relate the curriculum to participants' work?

____

____

____

And to their goals?

____

____

____

4. What balance should there be between customizing curricula to specific jobs and contexts and having materials that can be adapted to a variety of settings?

____

____

____

5. Now that you have completed a class in this Program, what might you do differently in designing your curriculum next time?

____

____

____

Name:__________________
Title:__________________
Site:__________________
Interviewer:______________
Date:__________________

SEIU Workplace Education Program Evaluation

Union Official Interview

Thank you for taking the time to talk to me today about your experiences with the SEIU Workplace Education Program. As you know, you are part of a demonstration of an interesting new model of instruction and service delivery in the workplace. By sharing your experiences and your views about the training and services provided by the Program, you can help improve what it offers and make sure it is meeting the needs of your employees. Because this is a national demonstration, your views can also contribute to improving workplace programs across the country.

This interview should take at most a half hour. As we go through the interview, if you have any questions or comments you'd like to add, please feel free to do so. Also, let me assure you that all the information you provide will be strictly confidential. Any reports of this evaluation will only provide general information about the Program; no information about individuals will be reported.

1. Before we begin, how did you first learn about the Program?

____

____

____

2. What problems or goals here at [hospital name] created an awareness for the need for workplace basic skills training?

____

____

____

What evidence have you had of the need to upgrade skills?

____

____

____

Why do you think this is the case? (jobs changing or people's skills low or ?)

____

____

____

3. How did the Program develop here? Who has been involved (within the hospital) and what have been their main concerns?

____

____

____

4. Have there been other workplace basics training programs here prior to this one? Yes ___ No ___

[If yes] What were they? Who sponsored? When? How successful? Why?

____

____

____

5. What do you see as the main purpose of this Program?

____

____

____

____

6. What do you hope to accomplish by offering this Program here?

____

____

____

____

7. How is the Program doing? What would indicate that this Program is a success?

8. What would help the Program achieve that success?

9. What barriers/obstacles are standing in the way?

10. Have any of these been removed? Yes ___ No ___

[If yes] Which ones and how?

11. In your opinion, what is the best aspect of this Program?

12. Is there anything about the Program or the classes that could be improved?
Yes ___ No ___

[If yes] What and how?

13. On a scale of 1-4 where 1 is the lowest and 4 is the highest, how would you rate the following aspects of the classes:

Time held:

Place held:

Content of class:

Materials used:

Quality of instruction:

Length of course:

Support services (such as childcare, transportation, educational counseling, etc.):

Recruitment/publicity:

14. Have you seen any results? (How do you know how your fellow union members are doing? Have you had any feedback? What channels exist for feedback?)

15. What incentives exist for employees to upgrade their skills?

____

____

____

____

Are there realistic career ladders in place?
Yes ___ No ___

16. What resources is the hospital contributing to the Program? (release time, compensation for participation, facilities, staff assistance)

____

____

____

____

17. What resources is the union contributing to the Program?

____

____

____

____

18. How would you define the role of line supervisors in the Program?

____

____

____

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19. What about the role of the union -- how would you describe that? (and the union field reps?)

____

____

____

____

20. What can you tell me about the communication among the various partners/collaborators in this Program?

21. Have the union and the hospital collaborated before on training programs?
Yes ___ No ___

[If yes] What type of program? When? With what results?

22. Are there any plans for further collaboration between management and union on educational training?
Yes ___ No ___

[If yes] Please describe them.

23. Do you have any insights/advice for someone trying to set up a similar program?

Thank you for taking your time to talk to me. Understanding your perspective will really strengthen the evaluation process and contribute to the design and delivery of workplace programs nationwide.

Name:__________________
Title:__________________
Site:__________________
Interviewer:______________
Date:__________________

SEIU Workplace Education Program Evaluation

Company Official Interview

Thank you for taking the time to talk to me today about your experiences with the SEIU Workplace Education Program. As you know, you are part of a demonstration of an interesting new model of instruction and service delivery in the workplace. By sharing your experiences and your views about the training and services provided by the Program, you can help improve what it offers and make sure it is meeting the needs of your employees. Because this is a national demonstration, your views can also contribute to improving workplace programs across the country.

This interview should take at most a half hour. As we go through the interview, if you have any questions or comments you'd like to add, please feel free to do so. Also, let me assure you that all the information you provide will be strictly confidential. Any reports of this evaluation will only provide general information about the Program; no information about individuals will be reported.

1. Before we begin, how did you first learn about the Program?

____

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____

2. What problems or goals here at [hospital name] created an awareness for the need for workplace basic skills training?

____

____

____

What evidence have you had of the need to upgrade skills?

____

____

____

Why do you think this is the case? (jobs changing or people's skills low or ?)

____

____

____

3. How did the Program develop here? Who has been involved (within the hospital) and what have been their main concerns?

____

____

____

4. Have there been other workplace basics training programs here prior to this one? Yes ___ No ___

[If yes] What were they? Who sponsored? When? How successful? Why?

____

____

____

5. What do you see as the main purpose of this Program?

____

____

____

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6. What do you hope to accomplish by offering this Program here?

____

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____

7. How is the Program doing? What would indicate that this Program is a success?

8. What would help the Program achieve that success?

9. What barriers/obstacles are standing in the way?

10. Have any of these been removed? Yes ___ No ___

[If yes] Which ones and how?

11. In your opinion, what is the best aspect of this Program?

12. Is there anything about the Program or the classes that could be improved?
Yes ___ No ___

[If yes] What and how?

____

____

____

____

13. On a scale of 1-4 where 1 is the lowest and 4 is the highest, how would you rate the following aspects of the classes:

Time held:

Place held:

Content of class:

Materials used:

Quality of instruction:

Length of course:

Support services (such as childcare, transportation, educational counseling, etc.):

Recruitment/publicity:

14. Have you seen any results? (How do you know how your employees are doing? Have you had any feedback? What channels exist for feedback?)

____

____

____

____

____

15. What incentives exist for employees to upgrade their skills?

____

____

____

____

Are there realistic career ladders in place?
Yes ___ No ___

16. What resources is the hospital contributing to the Program? (release time, compensation for participation, facilities, staff assistance)

____

____

____

17. How would you define the role of line supervisors in the Program?

____

____

____

18. What about the role of the union -- how would you describe that? (and the union field reps?)

____

____

____

____

19. What can you tell me about the communication among the various partners/collaborators in this Program?

____

____

____

____

20. Have the union and the hospital collaborated before on training programs?
Yes ___ No ___

[If yes] What type of program? When? With what results?

____

____

____

____

21. Are there any plans for further collaboration between management and union on educational training?
Yes ___ No ___

[If yes] Please describe them.

____

____

____

22. Do you have any insights/advice for someone trying to set up a similar program?

____

____

____

Thank you for taking your time to talk to me. Understanding your perspective will really strengthen the evaluation process and contribute to the design and delivery of workplace programs nationwide.

Name:__________________
Title:__________________
Site:__________________
Interviewer:____________
Date:__________________

SEIU Workplace Education Program Evaluation

Community College Interview

Thank you for taking the time to talk to me today about your experiences with the SEIU Workplace Education Program. As you know, you are part of a demonstration of an interesting new model of instruction and service delivery in the workplace. By sharing your experiences and your views about the training and services provided by the Program, you can help improve what it offers and make sure it is meeting the needs of the participants. Because this is a national demonstration, your views can also contribute to improving workplace programs across the country.

This interview should take at most a half hour. As we go through the interview, if you have any questions or comments you'd like to add, please feel free to do so. Also, let me assure you that all the information you provide will be strictly confidential. Any reports of this evaluation will only provide general information about the Program; no information about individuals will be reported.

1. Before we begin, how did you first learn about the Program?

____

____

____

2. How did the Program develop here? Who has been involved (within the college) and what have been their main concerns?

____

____

____

3. Has the college participated in other workplace basics training programs prior to this one?
Yes ___ No ___

[If yes] What were they? Who sponsored? When? How successful? Why?

4. What do you see as the main purpose of this Program?

5. What do you hope to accomplish by offering this Program?

6. How is the Program doing? What would indicate that this Program is a success?

7. What would help the Program achieve that success?

8. What barriers/obstacles are standing in the way?

____

____

____

9. Have any of these been removed? Yes ___ No ___

[If yes] Which ones and how?

____

____

____

10. In your opinion, what is the best aspect of this Program?

____

____

____

11. Is there anything about the Program or the classes that could be improved?
Yes ___ No ___

[If yes] What and how?

____

____

____

12. As you know, this Program is demonstrating a team model of instruction and service delivery. What is your perspective on how the model is working?

____

____

____

12a. How would you define the role of the Learning Advocate?

the Counselor?

the Teacher?

13. On a scale of 1-4 where 1 is the lowest and 4 is the highest, how would you rate the following aspects of the classes:

Time held:

Place held:

Content of class:

Materials used:

Quality of instruction:

Length of course:

Support services (such as childcare, transportation, educational counseling, etc.):

Recruitment/publicity:

14. What resources is the college contributing to the Program?

15. What can you tell me about the communication among the various partners/collaborators in this Program?

16. Has the college collaborated with the union and/or the hospital before on training programs? Yes ___ No ___

[If yes] What type of program? When? With what results?

17. Are there any plans for further collaboration with either or both of these organizations?
Yes ___ No ___

[If yes] Please describe them.

18. Do you have any insights/advice for someone trying to set up a similar program?

Thank you for taking your time to talk to me. Understanding your perspective will really strengthen the evaluation process and contribute to the design and delivery of workplace programs nationwide.

APPENDIX F

Stakeholders' Indicators of Success

Revised

SEIU STAKEHOLDERS' INDICATORS OF SUCCESS

This is an inhouse document to be used for SEIU Workplace Education Program planning. The following are indicators of success voiced by stakeholders in interviews and discussions in Nov. 1991 - Feb. 1992. These items were responses either to the open-ended question: "What would indicate that this program is successful?" or to the questions asked of learners: "What do you hope to accomplish from taking this class?" or "Identify your two top career or training goals." The responses have been grouped here into categories (philosophical indicators, work-related, etc.) to facilitate our thinking. It is important to note, however, that these categories were not identified by the stakeholders themselves. Also, the fact that some stakeholders did not mention some indicators does not necessarily mean that they don't consider them important.

	STAKEHOLDER						
Indicator	Learners *	Employers	Teachers/ Comm. Col.	CWL (Counselors & Staff)	Learning Advocates *	Union	WEP Admin
Philosophical:							
Empowerment				X			X
Class serves as forum for workers (to estab. worker base, union base)				X			
Workers i.d. own goals, obstacles, support				X			X
Passive role of workers changes				X			
Workers take more power over their lives						X	
All participants become more effective personally/politically			X				
Workers gain greater awareness of political realities (re govt. as is and organizing potential)			X				
Workers' analytical powers, self-confidence, self-awareness, group awareness, self and group trust, and interest increase			X				
Work-Related (Specific):							
Job Mobility:							
People move up						X	
Workers want a different job				X			
Workers learn skills for Secretary Test	X		X				
Test scores on Civil Service exams go up		X					
Workers pass boards/certification tests	X						
Promotions increase		X					
Participants upgrade to hard-to-fill positions		X					
Workers obtain specific health-related jobs	X						

	STAKEHOLDER						
Indicator	Learners	Employers	Teachers/ Comm. Col.	CWL (Counselors & Staff)	Learning Advocates	Union	WEP Admin
Job Performance:							
Workers pay attention to quality of job performed						X	
Learners apply what learned to jobs				X			X
Workers do present job and retire	X						
Workers (ESL) improve English skills for:			X				
Workplace conversation							
Problems on the job							
Employees feel better about selves (possible attendance improvement)		X					
Workers have more positive attitude re patients		X					
Fewer errors occur		X					
Patients have fewer complaints		X					
Fewer "position complaints" are made		X					
Negative comments by hospital staff and patients re ESL workers decline		X					
Communication by employees with sups. increases (written feedback)		X					
Supervisors notice written/verbal skill improvements (performance evals.)		X					
Negative comments on perf. eval. decline		X					
Reports of Conf. w/ Employee decline		X					
Job Rights:							
Workers are able to stand up for job rights				X			
Workers gain knowledge about workplace issues			X	X			
Educational:							
Specific Skills:							
Workers build basic skills	X	X					
Workers improve grammar skills	X				X	X	
Workers improve reading and writing skills	X		X		X		
Workers learn sentence ordering	X		X				
Workers improve English skills (ESL)	X		X				
Workers improve critical thinking skills			X				
Workers improve test-taking skills	X		X				

Indicator	STAKEHOLDER Learners	Employers	Teachers/ Comm. Col.	CWL (Counselors & Staff)	Learning Advocates	Union	WEP Admin
Perceptions:							
People attend who wouldn't normally participate				X			
Learners write re what/how they've learned				X			X
Workers recog. their abil. to learn/choose what to learn				X			
Pre/post-test needs and expectations change					X		
Workers see value of education			X				
Further Ed./Training:							
Employees pursue further educ./training	X	X		X			
Workers take other comm. college courses	X		X				
Workers complete GED; AA degree; BA degree	X						
Personal:							
Workers improve citizenship			X				
Quality of life improves						X	
Community involvement increases						X	
Workers learn for enjoyment/self-improvement	X						
Institutional:							
All participants think prog. successful						X	
All participants feel ownership of prog.						X	
Workers feel satisfied with program				X			X
L.A.'s feel work is rewarding				X			
Union:							
Workers are more organized in workplace						X	
Involvement with union increases				X		X	
Program is viewed as union- and work-based						X	
Program gains good reputation in comm. & with unions						X	
Union has very strong presence in program				X			X
Union staff person has more time				X			
Union commitment is extended to steward structure				X			

Indicator	STAKEHOLDER Learners	Employers	Teachers/ Comm. Col.	CWL (Counselors & Staff)	Learning Advocates	Union	WEP Admin
Coordinator is union person				X			
Union members take over program							X
Program leads to other education programs in Jt. Council unions						X	X
Program leads to development of full-range learning center for SEIU				X			
Management:							
Labor and management cooperate (= management wants to cont. to collab. to build program)		X					
Employers feel program worthwhile; willing to continue						X	
Operational/Logistical:							
Credit is available for classes				X			
Employers give release time to learners				X			X
Program has curriculum coordinator							X
Teachers have enough time for curric. dev.				X			X
Teachers are familiar with worksite				X			
Teachers achieve objectives			X				
Work and play (fun) is integrated			X				
Worker-centered curriculum is provided				X			X
Curriculum modules are developed for dissemination to other programs							X
Class size = 25-35			X				
Good retention & grade/credit			X				
Program team model (peer counselor/L.A.) is developed appropriately				X			
L.A.'s get more training				X			
L.A.'s develop fully in their roles (re surveys, interviews, retention)				X			

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*Learner and Learning Advocate input is not yet complete.

APPENDIX G

Project Objectives, Activities, and Outcomes per Proposal

Table 1. Project Objectives, Activities, and Outcomes

Project Objectives & National Priorities	Project Activities	Project Outcomes
1. Design and demonstrate a job-related basic skills curriculum for health care workers. This objective will meet several national priorities and goals: - Trains adult workers who have inadequate basic skills and who are currently unable to perform their jobs effectively or are ineligible for career advancement (Priority (a)) - Provides adult literacy and other basic skills services and activities (432.3(a)) - Upgrades or updates basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes (432.3(d)) - Improves the competency of adult workers in speaking, listening, reasoning, and problem-solving (432.3(e))	Develop the workplace literacy/skill upgrading curriculum, drawing on the workplace knowledge of the union and cooperating employers (through the workplace skills assessment) as well as the adult education knowledge of Merritt College Recruit adult and ESL educators as project instructors, and train them to participate in developing, using, and assessing the workplace literacy curriculum Recruit union members as classroom "learning stewards," and train them in teaching aid/educational counseling techniques Inform health care workers about the program and recruit for classes, drawing on the union's established communication channels as well as employer participation Implement 10 workplace literacy classes.	Design of a health care industry workplace literacy curriculum offering basic skills that are critical for job performance or career advancement Enrollment of at least 250 health care workers in workplace literacy classes
2. Provide workplace literacy skills for workers with limited English. In addition to the national priorities and goals shown in Objective 1, this additional national goal will be met: - Meets literacy needs of adults with limited English proficiency (432.3(c))	Adapt the curriculum for ESL workplace literacy classes to be held at some sites Provide for at least three classes for limited English-speakers	Same outcome as Objective 1 above At least 75 of the participants are expected to be persons with limited English proficiency

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Project Objectives & National Priorities, Contd.	Project Activities, Contd.	Project Outcomes, Contd.
3. Assist workers to further their education and training goals, including referral to GED or other programs. This will meet the following additional national goal: - Providing adult secondary education services and activities that may lead to the completion of a high school diploma or equivalent	Establish educational counseling services to be held before and after classes to assist learners with their individual educational plans Advise and make referrals to appropriate programs, including GED, ESL, vocational training, etc. Include course materials that prepare learners for high school equivalency courses	Increased opportunity for continuing education Increased opportunity for workers to meet their broader education and training goals
4. Assist workers to upgrade their basic skills so they can advance in their careers. This will meet the following additional national goal: - Upgrades or updates basic skills of adult workers for changes in workplace requirements, technology, products, or processes (432.3(d)	Develop a curriculum in skills required for promotion or to pass upgrading tests	Increased opportunity for successful job advancement and promotion Fewer unfilled vacancies in jobs requiring higher basic skill levels, vocabulary, etc.
5. Provide educational counseling and other supportive services to encourage enrollment and retention. This meets the following additional national goal: - Providing educational counseling, transportation, and child care services for adult workers during nonworking hours while the workers participate	Establish counseling services before and after classes Train peers as in-class learning stewards to help learners resolve problems so they won't drop out Provide training so instructors, counselors, and learning stewards will work as a team to encourage successful completion Assess child care and transportation needs at each site and offer allowances as needed	Enrollment of projected numbers of persons in each class Establishment of a lasting system of peer support among SEIU members to encourage participation in adult education Greater learning gains for participants
6. Evaluate the project and develop recommendations for implementation by other SEIU unions and hospital employers This addresses the other national invitational priority: - Incorporate evaluations, both formative and summative, by third-party evaluators	Review and assess the curriculum on an ongoing basis Obtain external evaluation of the program through National Center for Research in Vocational Education Make available the approaches and materials developed here to other SEIU local unions in the Bay Area and nationally	Model curriculum for use by other health care unions and employers Evaluation report to guide others in designing a health care industry literacy program Increased awareness of these educational approaches by the Peralta College system, other SEIU unions, & health industry employers

APPENDIX H

Staff Job Descriptions:

Learning Advocate
Instructor
Counselor

The Role of the Learning Advocate

1. Outreach and Recruitment

More than passing out program information, this role includes building trust to help overcome negative expectations about returning to the classroom, letting people know what to expect from the class, and generally setting the tone of the program. This includes several one-on-one conversations with workers.

2. Retention

This role includes not only making sure that the workers are following the course content, but helping them deal with whatever other barriers may be present. They need to be looking out for the workers, talking with them outside of class and following up on those who miss class to see what problems may be developing, to see if they can help, or to refer them to the counselor.

3. Advocacy

This role is similar to that of a shop steward: protecting workers' rights in the classroom, making sure they are receiving the best education program possible by telling the program administration of any problems they see, or going to the union about issues such as release time for interested workers.

4. Program Monitoring

Learning Advocates are in the best position to get feedback from the workers about the pace and content of the course and alert the instructor and counselor to issues that could be distracting or disruptive. They will ensure that the content remains relevant to the workplace by providing the instructor with workplace materials.

5. Program Development

The Learning Advocate is the link between workers, instructors and program administrators. They need to identify problems before they become crises, and to document what they do to keep people in the program and moving ahead, so that the program can learn from it. They will contribute to curriculum development as well.

6. Representing the Union

This role demonstrates the importance that the union places on educating its members. The Learning Advocate lets people know that the union is behind them and the program, and uses other opportunities outside of class to talk about other union programs and procedures.

7. Providing Social Support

Perhaps the most important role of the Learning Advocate is to diminish the feeling of competition and isolation, and to encourage instead the feeling that people understand and value the workers and believe that they will succeed. This reduces stress and encourages risk-taking. From a union standpoint, social support is another name for solidarity.

*For more detail, refer to pp. 4-9 of Learning Advocate Training Manual.

The Role of the Instructor

Curriculum:

- Develop competency-based, job-specific curricula
- Adapt existing materials
- Coordinate with counselor and Learning Advocate to incorporate workplace materials and related needs
- Adapt plans and materials in response to ongoing evaluation and changing needs as related by Project Director

Assessment:

- Assess learning needs of individual workers
- Coordinate with the counselor to develop Individual Education Plans for each participant

Other:

- Attend training sessions conducted by the Center for Working Life
- Conduct classes in worker-centered manner intended to foster self-confidence and independence
- Meet regularly with Learning Advocate and counselor to identify participants' needs and concerns and determine means to meet those needs

The Role of the Counselor

In the Health Care Skill Builders project, the Center for Working Life provides counselors whose role it is to:

Help Overcome Barriers to Learning

- Work together with the Learning Advocate to help identify and overcome both internal and external barriers to learning in the students.

Develop Individual Education Plans

- Meet with students to develop Individual Education Plans and advise on goal setting and problem solving to encourage retention in the program.

Train Learning Advocates

- Train peer Learning Advocates to help students resolve problems so that they do not drop out of the program.

Provide Counseling and Referral

- Be available both in class as well as before and after to provide counseling or other needed service referrals.

Assess Workers' Needs

- Assess childcare and transportation needs of students at each site and make arrangements for allowances as needed.

Facilitate Meetings

- Facilitate weekly group meetings of counselors and Learning Advocates and instructors (bi-monthly) from all sites to trouble shoot and make adjustments as needed.

Make themselves available

- Be available to work with every member of the team to promote a successful program.

APPENDIX I

Student Profile

Health Care Skill Builders
Student Profile
All Program Participants, June 1991 – July 1992

Below is an aggregate of key demographic data on all registered participants of the Health Care Skill Builders Program. For a more detailed breakdown of this information by cycle or by class, see those student profile sheets.

1. Student Gender

Male	35
Female	153
TOTAL	**188**

2. Student Age

20–29	27
30–39	73
40–49	54
50–59	30
60–69	4
TOTAL	**188**

Health Care Skill Builders
Student Profile
All Program Participants, June 1991 – July 1992
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3. Educational Objectives

No Answer	29
BA with AA	4
BA w/o AA	3
Voc'l. AA	5
Gen. Ed AA	4
Job Skills	36
Basic Skills	67
Maintain Certificate	9
Personal Dvpt.	14
Career Dvpt.	1
Undecided	16
TOTAL	**188**

4. High School Completion

No Answer	15
HS grad	110
Did not graduate	35
GED test	11
AA	3
BA/higher	8
Foreign HS	6
TOTAL	**188**

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Student Profile
All Program Participants, June 1991 – July 1992
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5. High School Last Attended

Did not attend HS	7
In the Peralta District	38
In Alameda County	5
In California	23
Out of State	37
Foreign Country	71
No Answer	7
TOTAL	188

6. Citizenship

U.S. Citizen	118
Perm. Immigrant Visa	45
Amnesty Visa	13
Refugee Visa	4
Other Visa	2
No Answer	6
TOTAL	188

7. Do you speak English more often than any other language?

Yes	114
No	71
No answer	3
TOTAL	188

Health Care Skill Builders
Student Profile
All Program Participants, June 1991 – July 1992
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8. Ethnic Group

African American	69
Native American	4
White	6
Filipino	8
Pacific Islander	2
Indian Subcontinent	1
Asian	1
Vietnamese	3
Laotian	2
Chinese	8
Hispanic	20
Mexican	13
Central American	22
South American	5
Puerto Rican	1
Cuban	1
No Answer	22
TOTAL	188

Health Care Skill Builders
Student Profile
Pilot Cycle, Jun. – Aug. 1991

TOTAL PILOT ENROLLMENT: 18

1. Student Gender

Male	5
Female	13

2. Student Age

20–29	2
30–39	7
40–49	4
50–59	5

3. Educational Objectives

No Answer	2
Job skills	6
Basic skills	8
Undecided	1
Gen. Ed AA	1

4. High School Completion

HS grad	13
Did not graduate	4
GED test	1

5. High School Last Attended

Peralta District	6
Calif.	3
Out of state	5
Foreign Country	4

6. Citizenship

No Answer	2
U.S. Citizen	15
Permanent Immigrant Visa	1

Health Care Skill Builders
Student Profile
Pilot Cycle, Jun. – Aug. 1991
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7. Do you speak English more often than any other language?

Yes	15
No	3

8. Ethnic Group

No Answer	2
African American	10
White	2
Central American	1
Chinese	1
Asian	1
Mexican	1

Health Care Skill Builders
Student Profile
First Cycle, Sep. — Dec. 1991

TOTAL FIRST CYCLE ENROLLMENT: 58

1. Student Gender

	Kaiser	Fairmont	Highland	TOTAL
Male	4	4	7	15
Female	11	21	11	43

2. Student Age

	Kaiser	Fairmont	Highland	TOTAL
20—29	0	1	3	4
30—39	6	13	3	22
40—49	4	7	7	18
50—59	2	4	5	11
60—69	3	0	0	3

Health Care Skill Builders
Student Profile
First Cycle, Sep. – Dec. 1991
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3. Educational Objectives

	Kaiser	Fairmont	Highland	TOTAL
No Answer	3	6	2	11
Transfer w/AA			1	1
Transfer w/o AA		1		1
Voc'l. AA		1	3	4
Gen. Ed AA	1		1	2
Job skills		1	1	2
Basic skills	8	3	8	19
Certifict.	1	2		3
Personal Dvpt.		9	1	10
Undecided	2	2	1	5

4. High School Completion

	Kaiser	Fairmont	Highland	TOTAL
No Answer	0	5	0	5
HS grad	10	16	11	37
Did not graduate	4	2	4	10
GED test	1	2	3	6

Health Care Skill Builders
Student Profile
First Cycle, Sep. – Dec. 1991
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5. High School Last Attended

	Kaiser	Fairmont	Highland	TOTAL
No Answer	0	4	1	5
Did not attend HS	0	2	0	2
Peralta District	2	3	5	10
Alameda County	0	2	1	3
Calif.	1	3	3	7
Out of state	8	5	7	20
Foreign Country	4	6	1	11

6. Citizenship

	Kaiser	Fairmont	Highland	TOTAL
U.S. Citizen	14	13	17	44
Permanent Immigrant Visa	1	10	1	12
Amnesty Visa	0	2	0	2

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Student Profile
First Cycle, Sep. – Dec. 1991
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7. Do you speak English more often than any other language?

	Kaiser	Fairmont	Highland	TOTAL
Yes	13	13	17	43
No	2	11	1	14
No Answer	0	1		1

8. Ethnic Group

	Kaiser	Fairmont	Highland	TOTAL
No Answer	3	7	5	15
African American	8	4	11	23
Central American		1		1
Chinese	1		1	2
Cuban		1		1
Filipino		3		3
Hispanic	2	5		7
Mexican		2		2
Native American		1	1	2
Pacific Islander	1			1
Vietnamese		1		1

Health Care Skill Builders
Student Profile
Second Cycle, Jan. – Apr. 1992

TOTAL SECOND CYCLE ENROLLMENT: 45

KEY:
FM ESL – Fairmont Hospital English as a Second Language Class
FM R/W – Fairmont Hospital Reading and Writing Upgrade Class
HGH R/W – Highland Hospital Reading and Writing Upgrade Class

1. Student Gender

	FM ESL	FM R/W	HGH R/W	TOTAL
Male	0	2	4	6
Female	17	11	11	39

2. Student Age

	FM ESL	FM R/W	HGH R/W	TOTAL
20–29	5	0	1	6
30–39	8	4	4	16
40–49	3	8	5	16
50–59	1	1	5	7

3. Educational Objectives

	FM ESL	FM R/W	HGH R/W	TOTAL
No Answer		1	2	3
Basic skills	16	6	7	29
Certifict.	1	1	2	4
Personal Dvpt.		1	2	3
Undecided		4	2	6

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Student Profile
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4. High School Completion

	FM ESL	FM R/W	HGH R/W	TOTAL
No Answer	3	3	1	7
HS grad	8	10	10	28
Did not graduate	6		2	8
GED test			2	2

5. High School Last Attended

	FM ESL	FM R/W	HGH R/W	TOTAL
No Answer		1	1	2
Did not attend HS			1	1
Peralta District		4	4	8
Alameda County		1	1	2
Calif.	2		3	5
Out of state			5	5
Foreign Country	15	7		22

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Student Profile
Second Cycle, Jan. – Apr. 1992
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6. Citizenship

	FM ESL	FM R/W	HGH R/W	TOTAL
No Answer	1	3		4
U.S. Citizen	3	5	15	23
Permanent Immigrant Visa	8	4		12
Refugee/ Asylum	2			2
Amnesty Visa	3	1		4

7. Do you speak English more often than any other language?

	FM ESL	FM R/W	HGH R/W	TOTAL
Yes	2	7	15	24
No	15	6		21

Health Care Skill Builders
Student Profile
Second Cycle, Jan. — Apr. 1992
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8. Ethnic Group

	FM ESL	FM R/W	HGH R/W	TOTAL
No Answer		1	4	5
African American		4	8	12
Central American	8	1		9
Chinese		2		2
Filipino		2		2
Hispanic	4			4
Mexican	3	2	1	6
Native American			1	1
South American	2			2
Vietnamese		1		1
Indian Subcontint			1	1

Health Care Skill Builders
Student Profile
Third Cycle, May – July 1992

TOTAL THIRD CYCLE ENROLLMENT: 67

KEY:
FM ESL – Fairmont Hospital English as a Second Language Class
FM TT – Fairmont Hospital Test Taking Skills
HGH TT – Highland Hospital Test Taking Skills

1. Student Gender

	FM ESL	FM TT	HGH TT	TOTAL
Male	1	5	3	9
Female	28	15	15	58

2. Student Age

	FM ESL	FM TT	HGH TT	TOTAL
20–29	8	4	3	15
30–39	12	9	7	28
40–49	5	5	6	16
50–59	4	1	2	7
60–69	0	1	0	1

Health Care Skill Builders
Student Profile
Third Cycle, May – July 1992
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3. Educational Objectives

	FM ESL	FM TT	HGH TT	TOTAL
No Answer	1	5	7	13
BA with AA		2	1	3
BA w/o AA		1	1	2
Voc'l. AA		1		1
Gen. Ed AA	1			1
Job Skills	14	9	5	28
Basic Skills	9	1	1	11
Maintain Certifict.	1	1		2
Personal Dvpt.	1			1
Career Dvpt.			1	1
Undecided	2		2	4

Health Care Skill Builders
Student Profile
Third Cycle, May – July 1992

4. High School Completion

	FM ESL	FM TT	HGH TT	TOTAL
No Answer	1	2	0	3
HS grad	12	8	12	32
Did not graduate	12	1	0	13
GED test	1	1	0	2
AA	0	3	0	3
BA/higher	1	2	5	8
Foreign HS	2	3	1	6

5. High School Last Attended

	FM ESL	FM TT	HGH TT	TOTAL
Did not attend HS	4	0	0	4
Peralta District	0	6	8	14
Calif.	1	5	2	8
Out of state	1	5	1	7
Foreign Country	23	4	7	34

Health Care Skill Builders
Student Profile
Third Cycle, May – July 1992

6. Citizenship

	FM ESL	FM TT	HGH TT	TOTAL
U.S. Citizen	5	17	14	36
Permanent Immigrant Visa	14	2	4	20
Amnesty Visa	7	0	0	7
Refugee Visa	2	0	0	2
Other Visa	1	1	0	2

7. Do you speak English more often than any other language?

	FM ESL	FM TT	HGH TT	TOTAL
Yes	1	18	13	32
No	28	1	4	33
No answer	0	1	1	2

Health Care Skill Builders
Student Profile
Third Cycle, May – July 1992
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8. Ethnic Group

	FM ESL	FM TT	HGH TT	TOTAL
African American		13	11	24
Native American		1		1
White		3	1	4
Filipino			3	3
Pacific Islander		1		1
Vietnamese		1		1
Laotian		1	1	2
Chinese	1		2	3
Hispanic	9			9
Mexican	4			4
Central American	11			11
South American	3			3
Puerto Rican	1			1

APPENDIX J

Learner Goals Stated in Individual Education Plans (IEPs)

SEIU Learner Goals Stated in Individual Education Plans (IEPs)

[Questions on revised IEP: What do you hope to accomplish from taking this class? How will you know when you have achieved your goals?
Questions on original IEP form: Identify your 2 top career or training goals. What are the first steps you need to take to achieve your goals?]

English Upgrade (Cycle 1):

Fairmont (n=7):

- RN Boards
    - Learn writing better
    - Improve English and verbal use (understands better than speaks; speaks better than writes)
    - Attend Merritt College for additional courses
- RN, Nursing Administration
    - Improve English -- verbal abilities
- Occupational therapy, physical therapy, respiratory therapy
    - School
- PVN, then RN (stay in patient care)
    - Pass the NA certification
    - Start college in January
- Take more courses in English, study computers
- Finish BA, work/career concerned with writing
- Be involved in improving self, take interesting classes and work with people, work with community from Latin America re immigration

Highland (n=10):

- Chance to learn and go to school (now that will retire), learn for enjoyment
    - Learn for own pleasure
    - Make plans for retirement
- RN, anesthesia
    - Attend this class, improve English to prepare for Gen. Ed. courses at Chabot College 1/92
    - Complete Gen. Ed. credits
    - Nursing
- Study art, figure drawing, some allied health field
- X-ray tech, municipal court clerk, specialist clerk
    - Improve English grammar and comprehension
    - (X-ray tech - more $, more responsibility)
- Computer programmer, specialist clerk
    - Improve English grammar skills
    - Administration, computers
    - Going to take secty test
- Stop working in housekeeping (too physically hard as gets older, feels burnt out), food service worker (Fairmont), clerk II - medical records
    - Improve basic English skills for clerk II
    - Test-taking skills
    - Improve reading and writing
- Supervisor - housekeeping, open own janitorial skills
    - Be able to fill out contracts

Improve writing well to pass test
    Take this class
    Review old civil service housekeeping exams
    Talk to people who have taken test
A.A. degree, boiler room test, go up to Engineer
    Needs English, math, history, physics, psychology
    Decide by January if I go back to school (county might send to school to learn job if passes boiler room exam)
Housekeeping supervisor
    Take test in next couple of months
    Class to help with basic skills
    (has been acting supervisor for 6 years -- "a little nervous" re upcoming interview)
E.T. worker, child welfare worker, news reporter
    Go back to school and work toward B.A. degree

Cycle 2:

Fairmont ESL (n=15):
Improve English, become LVN, maybe accounting
    Speak and write more English
    Upgrade basic skills
Spelling and pronunciation, improve English
    Improvement in speaking and writing English
Learn English, become Nurses Assistant -- go to night school to get job, become counselor
Improve English so can have more options, become LVN & RN, cosmetology
    Learn to speak better, increase vocabulary
Improve English, learn how to learn, explore other options (unsure)
Improve English, espec. writing, pronunciation & spelling
    Become fluent in English
    Nursing, radiology
Improve English so can get less physically demanding work (injured back)
    Recreational therapist
Learn English; writing
    LVN
Learn to read and write (illiterate).
    Stop housekeeping because of heavy work; do something else, unsure what
Learn English, become fluent, good enough to pass state test for cosmetology
Learn English, become fluent
Learn English well enough to do secretarial work, work with computers
Improve English to get LVN, become fluent
Writing and learning English
Improve English. Didn't speak English at all before class (now in second class), now speaks English everywhere

Reading & Writing Upgrade (Cycle 2):

Fairmont (n=3):
Improve English and comfortability with language; turn fragments into sentences
    Use class for LVN/pass LVN
    Consider OT specialty
    Pass boards

To understand better pronunciation of words, to write letters correctly, to spell better, to enhance my intellect
  To manage people, motivate others, become a supervisor (initially lower management job in housecleaning at Fairmont or in private industry so she can work her way up)
  Creative writing (novels, poetry)
Increase English skills; learn sentence/paragraph/letter structure well; improve in case of mobility in the clerical/city ladder; have skills on tap.
  Journalism; free-lance

Highland (n=7):
Improve grammar and writing
  Do present job and retire from it
Pass Specialist Clerk test
  Get help with grammar, sentence structure, punctuation, reading comprehension
  Learn principles of grammar so can apply
Learn more medical terminology, test-taking skills (to move up), Wordperfect (learn more and better)
  Better writing (re run-on sentences, for ex.) (already improved...)
Improve re accent and pronunciation, best ways of improving English
Vocabulary and test-taking skills
  Take civil service test and pass it
  LVN, X-ray tech, Lab tech
Learn better grammar; had problems with singular & plural, s + endings. (second class)
  Already sees a lot of improvement; can correct own mistakes
  Wants to learn programming (has flair for computer), learn graphics programs, do lay-out.
  Train others to learn computers
Learn for own interest (plans to retire from this job); biggest goal to improve writing

Cycle 3:

Fairmont ESL (n=7):

  Improve English so can take CNA classes (told to do so)
  Begin to learn English
  Learn English (4)
  Pronunciation and writing a priority

  Types of work want: (some more than 1)
    Nursing (6) (LVN, RN)
    Computers
    Bank teller
    Attend college

Fairmont Test-Taking (n=7):

  Better reading skills, writing skills and better self more in test-taking skills -- esp. reading comp.
  Stop freezing up on tests--to pass the test.

To be more effective in test-taking skills & better able to communicate effectively on paper.
Personal enjoyment (it's fun) and to improve English some.
Get me back from long period of time that I've been away from school (bachlor degree in environmental services)
Improved writing and test taking abilities
Need test-taking skills--comprehension and vocab.

Work wanted:
- Medical clinic. Test for CNA Medical Assistant. Wants to pursue LVN certification.
- Would like to have own convalescent hospital--service to people.
- Recently took challenge test for 1st yr RN schooling--applying to Chabot College RN program.
- Supervisor (wants to take supervisor test) (env. services)
- Maybe supervisor (public works insp.) -- doesn't want it but would be better for pay/retirement.
- Accountant

Highland Test-Taking (n=10):

Improve comprehension and writing with correct usage of grammar and spelling. Vocab too.
Take test for agricultural biologist trainee
Improve English and grammar--advance or get promotion--go into management/admin. level in Co. Wants to take Steno II test.
Improving grammar, confidence about learning.
Work on English for now--go back to college. Be counselor or teacher--get closer to setting goals.
Go to school--Merritt--major in Bus. Admin.
Improve basic skills to pass into Laney--needs better English. X-ray tech is goal. Get back in the swing of school/learning
Took accounting tech test and passed, but score 77--not high enough. Wants to retest by Dec.
Pass the CNA test for acute hospital--will try this summer.
Improve grammar, vocab. and punctuation. Not currently planning to take test. Get back into learning situation.

Work wanted:
- Medical records tech. Maybe schooling and training.
- Biologist--take test.
- Admin/management--biggest obstacle is English language skills. Short range goal: pass Steno II exam.
- Accounting--outside the County. Has word processor. Possibly Real Estate.
- Counselor, case manager--with disabled kids or broader.
- Thinking of getting degree in Bus. Admin. or ...
- Not sure.
- Opening a small business
- CNA for County. Get prepared to pass test.
- Not clear re specific kinds of work. Primarily want to improve English.

APPENDIX K

Learner Outcomes

SEIU WEP Learner Outcomes (forms)

Educational:

FM/ESL (c2):

Would like to continue with English and eventually go to college

From experience as LA has found that likes learning and studying about different cultures.

Enjoys writing so much that is giving self writing assignments to do at home. Feels writing is improving.

Using idioms learned in class in her compositions and oral interactions.

FM/ESL (c3):

"Last week I learned the future negative, won't. I didn't know it before. Now I say it all the time!"

Enrolled in daily adult school classes. FM class gave her the confidence to do that. Now studies 3-1/2 hours per day at Sunset Adult School.

* * * * *

FM Test-Taking (c3):

Working on algebra. Helped with spelling and reading comprehension.

Difficult early experience with school--this class made her a little more comfortable with idea of school. Read out loud--a big step. Did some writing which is difficult--also a big step.

Hope may be able to go back to school. Improved English and reading comprehension.

Grammar and reading comprehension beneficial.

Feel more confident in reading comprehension and oral and writing skills.

Strong interest in continuing studies--particularly English skills. Would like to go on for BA, then MA in business.

Encouraged to go back to school. Hated English and Social Studies in high school, but increasingly engaged in English homework for this class.

Reintroduced to math. Doesn't feel afraid of math any longer. Feels more self-confidence. More relaxed about speaking up in class.

"I have motivation and self-esteem. It show me a way to put my ideas, accross, expand and utilize my skill. Reading Comprehension and Spelling words has made me more aware how to bring out the best their is to offer....Hope to go back to school."

Read more during spare time at home. Interested in becoming a psych. tech. Looking into schools to pursue this. Class felt like a reintroduction to school; moved him back to school.

Got a paragraph down; lots of spelling and grammar errors and not quite a cohesive/whole thought. Wrote essay on loss of her job.

Trying to prepare to take the pre-test for math and once again try to get LVN license.

Her educational goals are more definite. Plans to look into a college program on learning to become a writer. Feels she focuses on her objectives more.

H. Test-taking (c3):

Now I'm more cautious in writing, grammar (...?) being check before I finalize any thing. I'm more analytical when ready.

I learned a lot, specifically how to fill out a good application form, prepare myself for examinations, going for interviews, how to make myself effective during interviews, improve my grammar usage, increase my vocabulary and had helped me in reading and comprehension.

This class has really enlitghten me. It has help me make some very serious committments to myself and going back to school.

This class have help me in a lot of way, it make be want to seek a way to go on and better my educational.

I decide to take some courses in college.

Educationally this could be a stepping stone to other classes in which will help me achieve my goal. I have learned or refreshed my memories on this basics of english and I can utilize this to further my education.

The results of the class was really very useful to me because I have learned so many things such as understanding the directions and reading sentences critically. I have learned to write English grammatically correct. I have learned to identify the main idea, to differentiate, or analyze the facts and opinions of the paragraph. The lessons that I have learned in the class gives me more confidence and assurance of passing the test in the Alameda County.

* * * * *

FM R/W (c2):

Writing skills grew--more in terms of getting freer, more expressive, than int erms of technical change.

Practiced how to compose a business letter. Studying for the State Board. More aware of grammar and how paying attention to words more closely can help on the State Boards, etc.

Has grown in ability to express herself in writing.

Writing has become more of a whole, less fragmented. Introduced to some of the technicalities of the English language (academic)--desires to be a writer.

H. R/W (c2):

Punctuation and writing improved greatly. Feels more confident in her skills and expressing her skills and will volunteer teaching computers.

Couldn't grasp a lot of the material at the beginning and she can now understand better, follow, and even answer. Reading comprehension improved.

Used the mechanics learned in this class to deal with a creative writing class and psychology class he'd been taking another institution. Reading comprehension improved.

Developed his awareness of literacy skills and where he needs to improve. Can rewrite his work well and can see how to improve his writing.

Work done in class clarifies things she didn't understand before (at Merritt Community College). Class is teaching her what she wants to learn. Reading and vocabulary improvement.

Can now write a well organized composition, clearly expressing her ideas and supporting them. Her grammar improved greatly.

She is proud of herself that she has been able to understand what was being taught. She has a better understanding of standard English grammar.

Grammar improvement, reading comprehension and self-expression improvement.

Can now write a paragraph whereas before she couldn't. She is now interested in taking classes after retirement.

Has been able to see where he goes off track in writing and is learning to work on it.

Better grammar, composition, reading.

Work-related:

FM/ESL (c2):

Able to attend English classes for first time because of worksite location.

Wrote up an upsetting incident with her head nurse. Glad to have a simple way to write it up.

Wrote up a problem with a coworker on a form developed in class.

FM/ESL (c3):

Takes the dialogues from class to work with her. Uses them in talking with patients. Thinks they are exactly what she needs.

Her head nurse complimented her on improvement in her English; said she could understand her better. She (student) says she's not afraid to talk back at work anymore.

Her team leader told her she had noticed a great improvement in her English and her overall ability to communicate. Encouraged her to continue classes.

* * * * *

FM Test-taking (c3):

Used new vocabulary words in workplace.

More aware of grammar when writing. Think throughly before put my pen down to write something.

I expect to see some improvement in the daily reports that I have to write.

My oral communication skills are improving in that I now organize my thoughts better in my head before I speak. This helps with my communicating with patients and teaching patients how to care for themselves when they go home.

Feels more comfortable at work; better communication skills at work; feels more competent in terms of English and spelling skills.

Better able to deal with problems at work.

I used these skills in my job by scheduling appointments with clients. Documenting treatment. Writing adage, sentenc on orientation board. Communication effectively with co worker and team members.

I have obtained knowlegde to handle situations that were imposed on me. For example, when delaing with patients who have become irrational.

Class provided support after she was laid off because she'd failed CNA Civil Service Test.

To write better notes on patient care.

Learned to better comprehend what I've read, to follow directions more clearly, to think about vocab or word usage before speaking or writing.

H. Test-taking (c3):

I'm more confident in what I'm doing now on my job. I feel I understand more specially the use of grammar. This class helps a lot.

I practiced what I learned in my grammar. I can now correct myself and can speak better english now. I can express myself well when I'm answering the phone and when I'm communicating with my co-workers as part of my job for being a payroll clerk.

The job that I do right now the class could not help me, but I know in the near it will be of great help to me that I did take time out to attend.

It help me on Job, my Grammer, spelling, and also reading.

Reading comprehension class helps to read materials much easier.

Work related it will help me to be more efficient in doing my job. My english skills and comprehension will allow me to make fewer errors.

I can use or apply what I have learned in this class when transcribing letters to Wang Computers.

More friendlier in answering phone calls, try to control my temper.

* * * * *

FM R/W (c2):

Ability to work with folks more easily. Becoming LA adds to resume, upgrading experience.

Having supervisors notice her work, more chance for job advancement/job expansion.

H. R/W (c2):

Can now edit her work at work. Sees own errors and corrects which is something she couldn't do before.

She got information on how to deal with problems with her supervisor and got access to both shop steward's info and union rep's info and help in this area.

Called people together, had a meeting with his supervisors and achieved what he wanted. Said he was able to speak better and think about how to express himself. He wrote a piece about this.

She was very angry because she can't come back because she won't be able to take time off work. Union rep. is helping her continue to take the time off she needs to come to class by speaking with supervisor.

Her co-workers/boss noticed how well her chart writing improved. They commented on her improved sentence structure and punctuation.

She was inspired to organize a staff health and safety meeting on needle sticks from paritcpating in the class' health and safety unit.

Was able to write a letter to his supervisor discussing some of his dissatisfaction with his job title versus job duties.

Union:

FM/ESL (c2): none
FM/ESL (c3): none

* * * * *

FM Test-taking (c3):

The LA and union discussion encouraged her to participate more actively in union.

"The union gave me a chance to participate in this class at no cost to me. I give my respect and support to union for allowing disadvantaged individuals to have chances for advancing in their lives."

Has talked to union about losing job because of failing Civil Service Test.

I attend more meetings, the more often I go the more I've learned about how the unions work. I became Shop Steward for my Dept. (LA)

H. Test-taking (c3):

I felt happy the union has offered us this class and now I believed more with our union.

I think that the union should have a English class like this. Keep it going.

The union has done a remarkable job in putting together a program for the employee it has focused on the needs Alameda County employees and provided us with a much needed service. The rest of Alameda County needs to support their efforts.

Staff union participated a tremendous concerned about the results of this class.

Encourage to participate in class.

* * * * *

FM R/W (c2):

Becoming a Learning Advocate.

H. R/W (c2):

Got a lot of information and feedback from the LA, union rep., and students on how to handle a particular situation at work.

LA gave him directions on how to deal with a workplace problem.

LA gave her help in straightening out a situation at work.

Since she was new on the job, she got a lot of info from the LA in the class about her rights and benefits.

Worked with and got help from the union in organizing the Health and Safety meeting/workshop.

Family/Personal:

FM/ESL (c2):

Can read and understand her bills now; doesn't have to bother son as much as before.

Considering volunteering in program for drug and alcohol abusing Hispanic teenagers.

FM/ESL (c3):

Has first English-only boyfriend. He told her "I understand everything you say. Your English is really good!" This class has given her the confidence to begin conversations with English-speaking people.

Feels will be better able to help son at school.

Helping husband, now looking for work, to write resume and cover letters. She feels confident that this new skill will help them both. Also feels more confident in helping her children with school work.

* * * * *

FM Test-taking (c3):

Felt withdrawn at first--class helped him speak more openly with others. Feels self-confidence to do presentation at graduation ceremony.

Family really liked some of the homework...helping me.

Has resistance from husband re attending class, but comes anyway.

"Seeing the positive attitude of people in the class was uplifting to me." Became much more accepting of other peoples' worlds. Felt that he's better able to look at himself/self-realization.

"I have gotten a lot of support and encouragement from others in this class and this has made me feel better about myself."

Asked teacher to talk to 9th grade son over phone about presentation he had to make for his class. Feels the openness and warmth of class has allowed her to poen up more, to express herself freely and has given her more self-confidence in speaking up.

Learned to channel his anger in a more positive way through the class--rather than letting people get to him. Feels he can better deal with family issues. Helps kids with homework. Much more relaxed.

It help to make me stronger and decisive. I love people. It help me to meet people who have interesting topic that I learned from.

I have increased self-esteem and am definitely motivated to lose the weight completely this time. Slowly but surely. (Feels class has helped her with the discipline to stay on the weight-loss program.)

"I've become more confident in many areas in my life. From being a student I became the Learning Advocate for peers." "Being more assertive." Has a greater degree of self-possession.

H. Test-taking (c3):

I have proven my family that you can always learn and education is never too late.

I have turn a few family member and friends heads on telling them that I was taking a class, I feel real good about myself and within myself that I will finish this class and go on to another one.

Since I been in this class, my fmaily have help me a lot. With my homework. We have a related ship to help each other with our homework.

Because I am beenfit so much from this class, my husband wants this class can be continued and he can have a chance to attend.

This class influence my husband to pursue his studies because of seeing my improvement in terms of writing and speaking English.

* * * * *

FM R/W (c2):

Refound self-confidence in this class. After she and sister had to resign because of Civil Service Exam failure, both were really defeated, felt utterly ashamed, very worthless. (That happened at beginning of semester.) Through the support of classmates, the class in general, she began to truly understand and believe that this failure was not a cause for such shame. She did not have to hide from co-workers. After passed Civil Service Exam gained a lot of self-confidence, a lot more open, less afraid, less intimidated by "authority."

Became more independent. Greater sense of self. [She and sister (above) forced to resign...] Class helped her to feel less discouraged after failed exam again--missed by 3.

Has opened up a lot since the class. I've seen her grow, too. As she said herself, she feels "like a flower that's blooming." Smiling more, talking more, more self-esteem, takes herself more seriously. More determined than ever to succeed.

Has opened up, relaxed more, gained self-confidence, exchanged some stuff with others about being a single mother.

Interacting more honestly with co-workers; higher sense of self-esteem; feeling more visible; more self-assertive; sense of belonging; doing something constructive. (became LA)

H. R/W (c2):

Has participated in last 2 cycles despite the fact that she had to forfeit her breaks in order to attend. She got information on training for her son.

He is more confident in his other school work.

Feels more confident in her ability to learn.

Comes to class forfeiting her pay by leaving 1 hour earlier to arrive in class.

Found an arena where he can be part of a group, feely express himself and feel accepted.

Focuses better. Showed her daughter lessons--and felt proud. Feels more relaxed about learning and believes she can.

Coming back to class got him into a thinking mode, refreshed his memory, and gave him a push.

Test-taking/Job Upgrade:

FM/ESL (c2):

Passed ESL entry test for CNA course. Had taken it twice before and failed.

Took both the written and oral CNA exam and passed.

FM/ESL (c3):

Took entrance test for CNA class. Teacher of that class noticed big improvement in her spoken English between the first and second times she took the test and attributes that to her work in SEIU class.

Teacher who runs CNA preparatory class said student's spoken English had improved noticeably since she began SEIU class.

Applied for a new job which was listed as English/Spanish bilingual. Before taking these classes, thought of herself primarily as a Spanish speaker.

Feels more confident about applying for better positions and taking tests to upgrade. Feels more at ease with application/resume process.

* * * * *

FM Test-taking (c3):

Better test-taking skills toward RN boards/Nurse practitioner in future.

Preparing for Civil Service Test and reading was not my best subject. This class gave me the opportunity to read more and understand.

"I feel like give up after I found-out I didn't pass the test but I try to hang-in there. Will try to study for coming-up test. And I hope tI will pass next time so I can enjoy myself more. I would like to study more grammar, reading comprehensive, build-up vocabulary so I can up-grade my skill for job, education."

I have become more confident in test taking skills...The skills required of test-taking are improving as I continue with this class and as I take more tests I feel a little bit more assured.

"My teacher is beautiful she let me use a book with test taking stragic. Her and (c) help so much by support and encouragement. To advance to Liscence Vocational Nursing. Hope to go back to school. Undecided at the time. Occupational Therapy Assistant."

Will have to take CNA test. 3rd time. Losing her job at FM because she failed Civil Service test twice. Passed H. written test for NA position. Oral interview at H.--much more comfortable going into oral interviews and written tests. Definitely increased self-confidence particularly in oral interviews.

Learned that their are key words to be used for a chance at or to better your chances of getting the job or to enhance or improve a resume.

H. Test-taking (c3):

I have a strong feeling that I will be able to do better now in taking examinations because I had gained knowledge of how I will come prepared in the examination.

I did not attend the class for test taking skill at all.

I believe now by taking this class I am ready to take a GED test.

I am ready for any test now!

I now have the confidence to go in and take a test for the County. It does not seem so devastating now that I've taken this class. I can now take it with a new insight.

This class made me feel more confident and assured to pass any test.

Try to analyze the paragraph and the answers by going over and understand the main topic.

* * * * *

FM R/W (c2):

Teacher worked with her on test-taking skills before class, she also took a prep class. In class discussed strategies and she developed some on her own. Passed Civil Service exam for CNA position. Cause for great cheer and celebration. (hopes to get job back). Would like to move on to LVN and maybe beyond that to RN.

Took Civil Service exam, missed by 3. (ESL difficulty--never has been a question that did not do CNA job well.

Doing disciplined work on own and with c. on LVN State Board exam. Support process from class and from staff was major help for her in working toward passing exam. Used the class as comfortable, supportive environment in which to study for the boards. Her job goals are definitely expanding. O.T. maybe. Accepting the idea of continuing in school programs.

Amplified job upgrade desires. May be getting own business, becoming a writer, or executive in Housekeeping. Doesn't feel as initimated about test-taking.

H. R/W (c2):

Passed all except 1 section on the Specialist Clerk 2 exam and attributes passing to the class. She feels with more training, she can soon pass all parts.

Can understand the background she needs in order to upgrade, and can now begin to tackle it.
Can pass test more easily.
Will be able to grasp and answer test questions better. Grammar, vocabulary, reading comprehension.
Can handle a civil service test much more efficiently with skills learned.
Can handle test question better.

Other:

FM/ESL (c2): none .
FM/ESL (c3): none

FM Test-taking (c3):
I enjoy the most meeting people a change to express my and other opinions.. (teacher) and (counselor) are such active listener with a Big heart of gold. They are two beautiful special people. Thank God for such good people.
Above all, I'm glad that I signed up for this class because it has opened door for me accelerate to the highest goal.

H. Test-taking (c3):
It's a good project but I think county workers need more of this stuff.
Its good to be away from your job by taking classes. Relieves your stress and give you a chance to meet other workers and members.

FM R/W (c2):
Dropped for personal reasons after 9 weeks (church and family took precedence), but considering signing up for next semester.
A major accomplishment was leading the class in a discussion of test-taking skills. It provided an opportunity to stand up, present herself and present material before a group. She expressed her appreciation of this opportunity.
A major accomplishment was joining a C. and LA to present the class to some new HST's. She gathered together material to distribute and added specifics to this presentation.
Moving into position of LA for the class--a great step for her.

H. R/W (c2): none

APPENDIX L

Learner Interview Tallies on Yes/No Questions

APPENDIX M

Student Evaluation Results

Evaluation Results

STUDENT EVALUATION

[illegible]: FAIRMONT Class: ESL Date: Cycle 2 (Jan-Ap 1992) Cycle 3 (May-Jul)

BESIDE EACH OF THE STATEMENTS BELOW, PLEASE INDICATE WHETHER YOU STRONGLY AGREE (SA), AGREE (A), DISAGREE (D) OR STRONGLY ~~AGREE~~ DISAGREE (SD)

14 respondents TOTAL – Cycle 2
12 – Cycle 3

	SA	A	D	SD	
1. I liked my class.	[10 12]	[4]	[ ]	[ ]	
2. I learned a lot in my class.	[9 9]	[5 3]	[ ]	[ ]	
3. I feel my participation in this class was useful to me.	[9 8]	[5 4]	[ ]	[ ]	
4. The teacher was helpful in making lessons relevant to my life.	[13 8]	[1 4]	[ ]	[ ]	
5. The teacher cared about my concerns.	[11 8]	[2 4]	[1]	[ ]	
6. The teacher encouraged participation and discussion.	[12 9]	[2 3]	[ ]	[ ]	
7. It was helpful to have a Learning Advocate as part of the program.	[8 9]	[6 3]	[ ]	[ ]	
8. The Learning Advocate encouraged me to be in the class.	[5 7]	[5 5]	[3]	[1]	
9. I learned more about the union from the Learning Advocate.	[5 6]	[6 2]	[2 2]	[1]	2 = no ans.
10. It was helpful to have a counselor in the class.	[7 6]	[6 6]	[1]	[ ]	
11. Doing an Individual Education Plan with the counselor was useful for me.	[7 6]	[6 4]	[1]	[ ]	2 = no ans.
12. The counselor was a source of useful information.	[8 6]	[5 4]	[1 1]	[ ]	1 = no ans
13. When we used material that related to work I found that it was more useful and that I learned it more easily.	[4 7]	[10 5]	[ ]	[ ]	
14. I found the handouts of materials useful.	[7 10]	[7 2]	[ ]	[ ]	
15. Taking this class has increased my self confidence.	[8 11]	[6 1]	[ ]	[ ]	

FM ESL pg 2 - evaluation results

	SA	A	D	SD	
16. While participating in this program I have learned about more possibilities for myself.	[9] 10	[4] 2	[ ]	[ ]	1=no ans.
17. I have been able to identity some goals for myself during this class.	[7] 3	[7] 9	[ ]	[ ]	
18. I have changed my goals from being in this class.	[6]	[6] 9	[1] 2	[1]	1=no ans.
19. Taking this class has helped me to feel more ready to go into other classes, training, etc.	[8] 6	[6] 6	[ ]	[ ]	
20. Being in this class has helped me to decide to continue my education, take more classes or get continued training.	[9] 9	[5] 2	[ ]	[ ]	1=no ans.
21. I can see changes in my skills on the job as a result of what I've learned in this class.	[6] 3	[4] 7	[4]	[ ]	2=no ans
22. I can see specific ways that I have applied what I have learned in class to work or home.	[6] 4	[6] 7	[2]	[ ]	1=no ans.
23. It is important to me that the union sponsor programs like this.	[14] 10	[2]	[ ]	[ ]	
24. I think this program should continue and expand to offer more kinds of classes.	[12] 12	[2]	[ ]	[ ]	
25. I would take more classes if they were offered.	[12] 12	[2]	[ ]	[ ]	
26. Having classes at my workplace made it possible to take this course.	[7] 7	[5] 2	[1]	[ ]	1=no ans. 2=no ans

FM ESL pg 3 - evaluation results

27. What were the main reasons you decided to take the course? (Answer this question by circling the number that best matches your answer to each part of the question listed below. Number 4 equals very important, number 1 equals not important at all)

I wanted to see how well I would do as a student	4-9 -9	3-5 -1	2	1	2 = no ans.
I wanted to prepare myself for college	4-12 -9	3-1 -3	2-1	1	
The class was given at a good time	4-13 -11	3-1	2	1 -1	
The class was free to the workers	4-14 -11	3	2	1 -1	
The class was given at the hospital	4-14 -11	3	2	1	1 = no ans.
Co-workers were taking the class	4-13 -8	3 -2	2	1	1 = no ans. 2 = no ans.
I thought the class would help me get a better job	4-12 -10	3-1 -1	2	1-1 -1	
I thought it would help me do better in my present job	4-12 -9	3-1 -1	2	1 -1	1 = no ans. 1 = no ans.
I wanted to learn the subject for my own personal enjoyment	4-12 -8	3 -1	2	1-1 -2	1 = no ans. 1 = no ans.
I wanted to help family members in their studies	4-7 -6	3-4 -3	2	1-2	3 = no ans.

28. How much support did you get from others in taking this class? (Circle the number most appropriate for each question. Number 4 equals very supportive, number 1 equals very unsupportive. Circle "0" if you had no contact with this person about the course).

My supervisor	4-3 -4	3-1	2	1-1 -1	0-8 -7	1 = no ans.
Other hospital administrators	4-3	3-1	2	1-2 -2	0-10 -5	1 = no ans. 2 = "
Workers in my department	4-5 -2	3-1	2-1	1-1 -1	0-7 -3	5 = no ans.
My family	4-7 -9	3	2	1 -1	0-6 -1	1 = no ans. 1 = "
Shop steward	~~4~~	~~3~~	~~2~~	~~1~~	~~0~~	
Union representative	4-11 -5	3-1 -1	2	1	0-1 -3	3 = no ans.
Learning Advocate	4-9 -10	3-3	2-1	1 -1	0-1	1 = no ans.

Shop steward / Union representative > collapsed on their form *

* In Spanish there is no distinction between these terms.

Evaluation Results

STUDENT EVALUATION

Facility FAIRMONT **Class** Test-Taking Reading /Writing **Date** Cycle 3 (May-Jul.) Cycle 2 (Jan.-Apr. 92)

BESIDE EACH OF THE STATEMENTS BELOW, PLEASE INDICATE WHETHER YOU STRONGLY AGREE (SA), AGREE (A), DISAGREE (D) OR STRONGLY ~~AGREE~~ DISAGREE (SD)

4 respondents TOTAL
9

	SA	A	D	SD	
1. I liked my class.	[3] 7	[1] 2	[ ]	[ ]	
2. I learned a lot in my class.	[3] 6	[1] 3	[ ]	[ ]	
3. I feel my participation in this class was useful to me.	[3] 5	[1] 3	[ ]	[ ]	1= no ans.
4. The teacher was helpful in making lessons relevant to my life.	[3] 6	[1] 3	[ ]	[ ]	
5. The teacher cared about my concerns.	[4] 6	[ ] 3	[ ]	[ ]	
6. The teacher encouraged participation and discussion.	[4] 7	[ ] 1	[ ]	[ ]	1= no ans.
7. It was helpful to have a Learning Advocate as part of the program.	[2] 5	[ ] 4	[1]	[ ]	1= no ans.
8. The Learning Advocate encouraged me to be in the class.	[3] 6	[ ] 3	[1]	[ ]	
9. I learned more about the union from the Learning Advocate.	[1] 2	[2] 2	[1] 3	[ ]	2= no ans.
10. It was helpful to have a counselor in the class.	[3] 5	[1] 2	[ ] 2	[ ]	
11. Doing an Individual Education Plan with the counselor was useful for me.	[3] 4	[ ] 2	[1] 2	[ ] 1	
12. The counselor was a source of useful information.	[4] 4	[ ] 5	[ ]	[ ]	
13. When we used material that related to work I found that it was more useful and that I learned it more easily.	[3] 7	[1] 2	[ ]	[ ]	
14. I found the handouts of materials useful.	[3] 7	[1] 2	[ ]	[ ]	
15. Taking this class has increased my self confidence.	[3] 7	[1] 2	[ ]	[ ]	

FM R/W pg 2 - evaluation results
JT

	SA	A	D	SD
16. While participating in this program I have learned about more possibilities for myself.	[3] 5	[ ] 3	[1] 1	[ ]
17. I have been able to identity some goals for myself during this class.	[3] 3	[ ] 5	[1]	[ ] 1 = no ans.
18. I have changed my goals from being in this class.	[2] 2	[ ] 3	[1] 3	[1] 1
19. Taking this class has helped me to feel more ready to go into other classes, training, etc.	[2] 4	[2] 5	[ ]	[ ]
20. Being in this class has helped me to decide to continue my education, take more classes or get continued training.	[2] 4	[2] 4	[ ] 1	[ ]
21. I can see changes in my skills on the job as a result of what I've learned in this class.	[1] 2	[2] 6	[1] 1	[ ]
22. I can see specific ways that I have applied what I have learned in class to work or home.	[2] 2	[2] 7	[ ]	[ ]
23. It is important to me that the union sponsor programs like this.	[3] 7	[1] 2	[ ]	[ ]
24. I think this program should continue and expand to offer more kinds of classes.	[3] 8	[1] 1	[ ]	[ ]
25. I would take more classes if they were offered.	[2] 7	[2] 2	[ ]	[ ]
26. Having classes at my workplace made it possible to take this course.	[4] 7	[ ] 2	[ ]	[ ]

FM R/W pg 3 - evaluation results
TT

27. What were the main reasons you decided to take the course? (Answer this question by circling the number that best matches your answer to each part of the question listed below. Number 4 equals very important, number 1 equals not important at all)

I wanted to see how well I would do as a student	4-1 -6	3-1 -1	2	1-2 -2
I wanted to prepare myself for college	4-1 -4	3-1 -1	2 -2	1-2 -2
The class was given at a good time	4-4 -6	3 -3	2	1
The class was free to the workers	4-4 -7	3 -1	2	1 -1
The class was given at the hospital	4-4 -7	3 -1	2 -1	1
Co-workers were taking the class	4-2 -3	3 -2	2 -1	1-2 -3
I thought the class would help me get a better job	4-2 -5	3-1 -2	2 -1	1-1 -1
I thought it would help me do better in my present job	4-1 -8	3-2 -1	2	1-1
I wanted to learn the subject for my own personal enjoyment	4-4 -8	3	2 -1	1
I wanted to help family members in their studies	4-2 -4	3 -3	2-1 -3	1-1

28. How much support did you get from others in taking this class? (Circle the number most appropriate for each question. Number 4 equals very supportive, number 1 equals very unsupportive. Circle "0" if you had no contact with this person about the course).

My supervisor	4-2 -2	3 -1	2-1 -1	1 -1	0-1 -4	
Other hospital administrators	4-1 -1	3 -2	2-1	1-1	0-3 -9	
Workers in my department	4-1 -5	3 -1	2-1 -1	1-1	0-1 -2	
My family	4-2 -7	3-1	2	1	0-1 -2	
Shop steward	4-2 -9	3-2 -2	2	1	0-2	1 no ans,
Union representative	4-2 -5	3-2 -2	2	1	0-2	
Learning Advocate	4-2 -6	3-2 -1	2	1	0-1	1 no ans.

Evaluation Results

STUDENT EVALUATION

Facility HIGHLAND Class Test-Taking Reading/Writing Date Cycle 2 (Jan-Apr 1992) Cycle 3 (May-Jul)

BESIDE EACH OF THE STATEMENTS BELOW, PLEASE INDICATE WHETHER YOU STRONGLY AGREE (SA), AGREE (A), DISAGREE (D) OR STRONGLY ~~AGREE~~ DISAGREE (SD)

6
8 respondents TOTAL

	SA	A	D	SD
1. I liked my class.	[5] 3	[1] 5	[ ]	[ ]
2. I learned a lot in my class.	[2] 2	[4] 6	[ ]	[ ]
3. I feel my participation in this class was useful to me.	[4] 3	[1] 5	[ ]	[ ] 1 = no ans.
4. The teacher was helpful in making lessons relevant to my life.	[5] 2	[1] 6	[ ]	[ ]
5. The teacher cared about my concerns.	[5] 5	[1] 3	[ ]	[ ]
6. The teacher encouraged participation and discussion.	[5] 8	[1]	[ ]	[ ]
7. It was helpful to have a Learning Advocate as part of the program.	[2] 4	[4] 4	[ ]	[ ]
8. The Learning Advocate encouraged me to be in the class.	[3] 4	[3] 4	[ ]	[ ]
9. I learned more about the union from the Learning Advocate.	[2] 2	[3] 5	[1] 1	[ ]
10. It was helpful to have a counselor in the class.	[4] 3	[2] 5	[ ]	[ ]
11. Doing an Individual Education Plan with the counselor was useful for me.	[4] 3	[1] 5	[1]	[ ]
12. The counselor was a source of useful information.	[3] 5	[3] 3	[ ]	[ ]
13. When we used material that related to work I found that it was more useful and that I learned it more easily.	[2] 5	[4] 1	[ ] 1	[ ] 1 = no ans.
14. I found the handouts of materials useful.	[4] 4	[2] 3	[ ]	[ ] 1 = no ans.
15. Taking this class has increased my self confidence.	[4] 6	[1] 2	[1]	[ ]

HGH R/W T/V pg 2 - evaluation results

	SA	A	D	SD
16. While participating in this program I have learned about more possibilities for myself.	[2] 5	[3] 2	[1] 1	[ ]
17. I have been able to identity some goals for myself during this class.	[5] 5	[1] 3	[ ]	[ ]
18. I have changed my goals from being in this class.	[3] 1	[3] 3	[3] 3	[1] 1
19. Taking this class has helped me to feel more ready to go into other classes, training, etc.	[3] 5	[2] 2	[1] 1	[ ]
20. Being in this class has helped me to decide to continue my education, take more classes or get continued training.	[5] 5	[1] 3	[ ]	[ ]
21. I can see changes in my skills on the job as a result of what I've learned in this class.	[3] 3	[2] 5	[1]	[ ]
22. I can see specific ways that I have applied what I have learned in class to work or home.	[1] 3	[5] 5	[ ]	[ ]
23. It is important to me that the union sponsor programs like this.	[5] 6	[ ] 2	[ ]	[ ] 1 = no ans.
24. I think this program should continue and expand to offer more kinds of classes.	[5] 7	[1] 1	[ ]	[ ]
25. I would take more classes if they were offered.	[5] 8	[1]	[ ]	[ ]
26. Having classes at my workplace made it possible to take this course.	[5] 7	[1] 1	[ ]	[ ]

HGH R/W pg 3 - evaluation results

27. What were the main reasons you decided to take the course? (Answer this question by circling the number that best matches your answer to each part of the question listed below. Number 4 equals very important, number 1 equals not important at all)

I wanted to see how well I would do as a student	4-3 -5	3-1 -2	2-1	1-1 -1
I wanted to prepare myself for college	4-3 -4	3-1 -2	2-1 -1	1-1 -1
The class was given at a good time	4-4 -5	3-2 -2	2 -1	1
The class was free to the workers	4-5 -6	3-1 -2	2	1
The class was given at the hospital	4-3 -4	3-3 -3	2 -1	1
Co-workers were taking the class	4-3 -3	3-1 -3	2 -1	1-2 -1
I thought the class would help me get a better job	4-1 -4	3-2 -3	2	1-3 -1
I thought it would help me do better in my present job	4-2 -5	3-2 -1	2 -2	1-2
I wanted to learn the subject for my own personal enjoyment	4-4 -6	3-1 -1	2	1-1 -1
I wanted to help family members in their studies	4-2 -4	3-1 -2	2-3 -1	1 -1

28. How much support did you get from others in taking this class? (Circle the number most appropriate for each question. Number 4 equals very supportive, number 1 equals very unsupportive. Circle "0" if you had no contact with this person about the course).

My supervisor	4-2 -4	3-1 -2	2-1 -1	1 -1	0-1	1 = no ans.
Other hospital administrators	4-1 -1	3-2	2	1-1 -1	0-1 -6	1 = no ans.
Workers in my department	4-2 -2	3-2 -1	2-1 -2	1 -3	0-1	
My family	4-3 -5	3-3 -2	2-1	1	0	
Shop steward	4-3 -5	3-2 -3	2-1	1	0	
Union representative	4-3 -6	3-3 -1	2	1	0-1	
Learning Advocate	4-4 -6	3-2 -2	2	1	0	

APPENDIX N

Retention and Reasons for Dropout

Health Care Skill Builders – Retention

TOTAL RETENTION: 188 enrolled, 135 received credit: 72%

	Starting Enrollment/ # Receiving Credit	Family/ Personal Conflict	Scheduling Conflict	Health Reasons	Too Hard	Too Easy	Needed ESL	Chose Other Educ. Oppor.	Didn't Like Class	Other/ Reason Unknown
PILOT CLASS	18/8 (44%)	0	1	1	2	1	1	1	3	0
K/O Math Upgrade	15/8 (53%)	1	0	2	0	1	0	1	2	0
FM English Upgrade	25/13 (52%)	3	2	0	0	1	4	0	0	2
HGH English Upgrade	18/14 (78%)	1	1	0	0	1	0	1	0	0
FM ESL	17/16 (94%)	0	1	0	0	0	0	0	0	0
FM Reading/ Writing	13/8 (62%)	3	1	0	0	0	0	0	0	0
HGH Reading/ Writing	15/12 (80%)	0	1	1	0	0	0	0	0	0
FM ESL	29/23 (79%)	1	1	0	3	0	0	0	1	0
FM Test Taking	20/18 (90%)	1	0	0	0	0	0	0	0	1
HGH Test Taking	18/15 (83%)	1	0	1	0	0	0	1	0	0

Appendix II

SAMPLE CURRICULUM

- *Reading and Writing Skills Upgrade*
- *Test-Taking Skills*
- *English as a Second Language for Nurse Assistants*

SEIU Workplace Education Program

CURRICULUM GUIDE

Table of Contents

I. Introduction

- Program Overview
- Program Model: Staff roles

II. How to Use This Guide

III. Instructional Issues

- * Instructional materials
- * Small groups
- * Homework

IV. The First Class

V. Class Openings and Closings

VI. READING AND WRITING SKILLS UPGRADE

- * Overview of Course
- * Skills Clusters List
- * Sample Course Outline
- * Sample Writing Lessons
    1. Writing Complete Sentences about Work
    2. The Writing Process
    3. Brainstorming and Mapping
    4. Brainstorming and Outlining to Organize Ideas for an Essay
    5. Sticking to a Topic and Supporting It
    6. Suggestions for additional writing

- Sample Reading Lessons

  1. The Skills of Active Reading
  2. Typical Reading Lesson: topic, main idea, details

- Sample Lessons: Reading and writing in combination

  1. College Application Form
  2. Workers' Rights
  3. Health & Safety (Parts 1 and 2)
  4. Preparation for Medical Vocabulary

- Sample Grammar Lessons

  1. Sentence Fragments and Run-on Sentences
  2. Subject-Verb Agreement
  3. Conjunctive Adverbs

VII. TEST TAKING SKILLS

- Overview of Course

- Skills Clusters List

- Sample Course Outline

  1. Test Taking Strategies
  2. Preparing for Reading Comprehension Tests
  3. Grammar (Language Usage)
  4. The Writing Process: Writing about Test Taking
  5. Writing Sentences about Test Taking
  6. Oral Interviewing Skills

VIII. ENGLISH AS A SECOND LANGUAGE FOR NURSE ASSISTANTS

- Overview of Course

- Skills Clusters List

- Sample Course Outline

- ESL Units (24 class sessions)

IX. RESOURCE LIST

READING AND WRITING SKILLS UPGRADE COURSE

Skills Clusters

1. WRITING

   A. Writing complete sentences
   B. Free writing
   C. Brainstorming
   D. Organizing ideas: mapping, outlining
   E. Organizing paragraphs: introduction, body, conclusion
   F. Revising
   G. Editing: mechanical correctness
   H. Punctuation
   I. Spelling
   J. Different kinds of writing: descriptive, instructional, persuasive; journal, memo, letter, essay

2. READING

   A. Active reading

      (1) Predicting
      (2) Monitoring
      (3) Restating
      (4) Vocabulary in context

   B. Identifying topic, main idea, supporting details
   C. Scanning
   D. Reading conclusions, inferring, reading between the lines
   E. Point of view
   F. Oral reading

3. GRAMMAR

   A. Singular/plural verbs
   B. Subject/verb agreement
   C. Pronouns
   D. Verb tenses: past, present, future

4. ORAL COMMUNICATION

   A. Speaking
   B. Listening
   C. Paraphrasing
   D. Quoting

READING AND WRITING SKILLS UPGRADE COURSE

Course Outline

** Indicates that a detailed sample lesson is included in this Guide.*

Class #	Topic	Cluster/Skill
1	Introductions	Oral communication
	School experience	Free writing
2	Describing work	* Writing: complete sentences
3	Community College Registration	* Reading/Writing: Reading directions Completing forms
	People we admire	* The writing process: prewriting, writing, sharing
4	Work-related topics	* Active reading: predicting, monitoring, restating, vocabulary in context
		* Grammar: complete sentences Sentence fragments Sentence combining, Run-on sentences
5	Inspiring people	* Reading: topic, main idea, details
	Who Inspired You?	Writing: essay writing, topic sentence
6	Work-related topics	* Writing: brainstorming, mapping to organize ideas
		Grammar: singular/plural verbs subject/verb agreement
7	Health-care job announcements	Reading: generating questions, scanning for details

8	Work skills, strengths, knowledge experience	* Writing: brainstorming, organizing ideas, topic sentence
9	Job goals	* Writing: sticking to a topic and supporting it * Grammar: punctuation conjunctive adverbs
10	Worker's Rights	* Reading/Writing Oral communication Grammar: verb tenses: past, present, future
11	Civil Service Exam Guest speaker	Practice test-taking skills: different kinds of reading test questions
12	Work-related topics	Reading: prediction, reading between the lines point of view vocabulary in context Grammar: dependent clauses
13	Health and Safety Part 1: Reports	Oral communication: role playing * Reading/Writing: summarizing
14	Health and Safety Part 2: Recommendations	Oral communication * Reading/Writing: summarizing, organizing, conclusions
15	Reading: Health and Safety: AIDS Supervisor Attitudes	Scanning for details Guest speaker Generating questions
16	Medical vocabulary	Freewriting * Reading/Writing: word analysis, word roots prefixes, suffixes

17	Work-related topics	Reading: interpreting cartoons Writing: composing a persuasive letter
18	Work-related topics	Writing: revising Grammar: pronouns: singular/plural subject/object
	Technical material	Reading: mapping paragraphs
19		Grammar: pronoun/verb/subject agreement
	How is class going?	Writing: organizing ideas
20	Grievances	Writing: recording verbal interactions Quoting vs. paraphrasing Reading: generating questions
21	Student book	Writing Commonly misspelled words
22	Student book	Revising Grammar: practice language usage test
23	Evaluation of course	Reading/Writing: Complete questionnaire
24	Graduation ceremony	Oral communication Oral reading/share writing

Reading Lesson: The Skills of Active Reading (Reading/Writing Upgrade Class #4)

OBJECTIVE:

- Students will become familiar with active reading and will practice skills of active reading.

MATERIALS:

- Handout, "Four Components of Active Reading" (see page ___)
- 3 worksheets for practicing active reading, which can be used in one or more classes, as time permits:

  #1: Predicting (see page ___)

  #2: Monitoring Understanding and Restating Meaning (see page___)

  #3: Figuring Out Words in Context (see page___)

CLASS ACTIVITIES:

<whole group>

The Instructor explains that active reading is a process involving thinking, reading, and analysing. This process will be discussed and practiced thoughout the course.

- The Instructor will model active reading.
- The students will practice active reading.
- The students internalize the skills of active reading and be able to use the process whenever they read.

The Instructor explains that active reading involves four steps which are described on the handout.

The Instructor asks students to volunteer taking turns reading parts of the handout aloud.

As the handout is read, the Instructor invites questions and facilitates discussion to answer the questions.

Predicting

- When students make predictions, all responses should be accepted. There are no wrong answers -- just ideas about possibilities.
- Students should also be invited to say what they already know about the subject of a reading.

Monitoring understanding

- At first, the **Instructor** asks questions about the passage as students read aloud.
- Increasingly, the **Instructor** encourages students to create questions for one another.
- With a little practice, students begin to mentally create and answer their own questions

Restating -- **Instructor** asks students to say in their own words the meaning of a paragraph they have read.

Vocabulary in context -- students practice substituting familiar words for unfamiliar word, based on their understanding of the passage or sentence.

(handout)

Four Components of Active Reading

Practicing reading is like practicing playing a sport or a music instrument -- with practice, we get better and stronger at it. Reading for specific purposes, such as test taking or studying, requires practice in focusing. To help you focusing on reading, practice the following skills:

- From the title or the first sentence of a reading passage, predict what the passage will be about. Ask yourself what you already know about this subject.

- Monitor your understanding. Ask yourself questions about why or how something happened in a reading passage, what might have motivated a character to do something, and why the author chose to use a specific word. These critical thinking skills will help you understand what you are reading. Keep checking with yourself to see what you understand as you read. Practice monitoring understanding aloud in class will help you learn to do this mentally, when you read on your own.

- Restate what you understand after you read a paragraph. Talking aloud about a paragraph will help you get the meaning of what you read. Soon you will be able to restate mentally (silently, to yourself) the meaning of a paragraph.

- When you come across an unfamiliar word, try to replace it with a word that makes sense in the the context (the sentence and paragraph where the word appears).

Worksheet #1 for Practicing Active Reading: Predicting

Predicting
You can usually tell what a reading passage is about by reading the titles, subtitles, first sentence, or picture captions. Newspaper and magazine headlines offer good opportunities for practicing predicting. Predicting helps activate the brain for thinking about what you are reading.

What will this story be about? What do you already know about this subject? To fully understand a reading, it's helpful to bring to mind what you already know about the subject. Even if the subject is new to you, and you don't understand what a story will be about, guessing (or hypothesizing) helps your mind focus on the reading.

(IN THIS SPACE, the **Instructor**, in conjunction with the **Learning Advocate**, provides newspaper headlines and/or story titles so students can practice predicting. The union newspaper is a good source of headlines.)

Worksheet #2 for Practicing Active Reading:

Monitoring Understanding and Restating Meaning

Monitoring Understanding: Keep checking with yourself to see what you understand as you read. Asking questions and discussing answers in class will give you experience monitoring your understanding. This practice will help you learn to monitor your understanding mentally, when you read on your own.

> Ask yourself questions about why or how something happened in a reading passage, what information is given, what procedures are described, what might have motivated a character to do something, why the author chose to use a specific word. These critical thinking skills will help you understand what you are reading.

Restate what you understand after you read a paragraph. Talking aloud about a paragraph will help you get the meaning of what you read. Soon you will be able to restate mentally (silently, to yourself) the meaning of a paragraph.

(IN THIS SPACE, the **Instructor**, in conjunction with the **Learning Advocate**, provides paragraphs so students can practice monitoring and restating. The union newspaper is a good source of paragraphs.)

Worksheet #3 for Practicing Active Reading

Figuring Out Words in Context

Take a risk! If you don't know a word, think of another word that makes sense in the sentence or paragraph you are reading. You'll probably be right!

Example: The lifting work was very arduous.

Look in the **same sentence**, or in the **sentence before or after** the one that contains an unfamiliar word, to see if you can find a familiar word that might have the same meaning.

Examples:

The patient had been in a serious accident and his plight seemed hopeless. It was the most dangerous situation he had ever faced.

The phlebotomist, a person who draws blood, sorted the needles in the laboratory.

Try to figure out unfamiliar words in the following sentences. Write the meaning above the unfamiliar word, as is done in the first example.

(IN THIS SPACE, the **Instructor**, in conjunction with the **Learning Advocate**, provides sentences containing vocabulary words that can be understood in context, so students can practice this skill. The union newspaper is a good source of sentences and vocabulary words.)

Writing Lesson: Brainstorming and Organizing Ideas (Reading/Writing Upgrade, Class #8)

OBJECTIVES:

- Students will recognize their strengths, skills, knowledge, and experience
- Students will gain information about options for career mobility
- Students will brainstorm and make an outline to organize their ideas for writing

MATERIALS:

- Worksheet for brainstorming and organizing ideas (see page____.)
- Handout that explains the idea of a topic sentence (Optional: Instructor generates or uses published material)

CLASS ACTIVITIES:

<whole group>

Counselor facilitates a discussion about the importance of putting forward one's strengths, why it may feel strange for students to do this, how students may have been taught not to brag about themselves.

Learning Advocate discusses her strengths, skills, knowledge, experience. She asks students about their strengths, skills, knowledge, experience.

<on board>

Instructor introduces the idea of elaboration -- giving details to explain a strength, skill, knowledge, or experience.

For example,

reliable (a strength)

1. always get to work on time (a detail)
2. do work assigned on time (a detail)
3. keep good inventory (a detail)

<in small groups>

Instructor asks students to use the outlining worksheet (see next page), to elaborate (give details) about their strengths, skills, knowledge, and experience.

<whole group>

Instructor introduces the idea of a topic sentence.

(*optional*) **Instructor** reviews with students a handout that explains the idea of a topic sentence.

Instructor asks each student to write a topic sentence about one of his/her assets. Students share their topic sentence with the class.

Instructor asks students to write supporting sentences, using the examples from their worksheets. Students share their supporting sentences with the class.

Counselor facilitates a discussion about how this analysis of strengths can be applied to a job interview.

Worksheet: Elaborating on job skills

Make a list of your skills, strengths, knowledge, and experience:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Pick two items from your list (above). Write one of the skills on the line after 1 (below). Write the other skill on the line after 2. Then give specific examples of each skill.

1. (skill) ____
   a. (example) ____________________________________
   ____
   b. (example) ____________________________________
   ____
   c. (example) ____________________________________
   ____

2. (skill) ____
   a. (example) ____________________________________
   ____
   b. (example) ____________________________________
   ____
   c. (example) ____________________________________
   ____

Reading/Writing Lesson:
Health and Safety, Part 1 (R/W Ugrade Class #13)

OBJECTIVES:

- Students will role play, write reports about, and discuss accidents on the job.
- Students will review the "Reporter's Questions: Who, What, When, Where, Why, How"
- Students will become more familiar with summarizing.
- Students will examine their worksites for health and safety hazards, and take notes about hazards they find.

MATERIALS:

- Workplace accident report forms (not provided)
- Handout giving examples of report style/format (not provided)
- Handout: Guide to Hazards (SEIU, Safety and Health Hazards on the Job: A Manual for Health Care Employees) (provided, after next page)

CLASS ACTIVITIES:

<whole group>

Learning Advocate opens up discussion about hazards at work and asks a few students to role play an accident on the job.

(Role play follows)

<individual writing>

Instructor asks each student to write briefly (10 minutes) about what was observed in the role play.

<whole group discussion>

Instructor invites students to share their writing.

Instructor asks students to examine and discuss how people see and describe the incident differently.

Learning Advocate, drawing on knowledge of the workplace, asks follow-up questions (for more details)

Instructor explains that reports should:

- be brief and concise
- summarize, using the "reporter's questions"
  who, what, when, where, why, how
- use words that indicate sequence: first, then, after

Instructor asks a few different students to role play an another accident on the job.

(Role play follows)

Instructor asks each student to write briefly (10 minutes) about the role play, practicing the skills of brevity, summarizing, and indicating sequence.

<small groups>

Students share their reports; classmates give feedback on technical aspects of the writing: organization, precision, appropriate language.

<whole group>

Instructor and **Learning Advocate** facilitate students in reading and discussing "Guide to Hazards."

Students are asked to examine their worksites for hazards, taking notes to record what they find, to prepare for Health and Safety, Part 2.

GUIDE TO HAZARDS

Central Supply
- Ethylene Oxide
- Infectious Agents
- Toxic Chemicals

Data Processing
- CRT–VDT Machines

Emergency Room
- Infectious Agents
- Lifting & Pushing
- Security and Safety
- Stress & Burnout
- Wet & Cluttered Floors
- X-Rays

Food Service
- Dangerous Equipment
- Dermatitis
- Electrical Hazards
- Heat Stress
- Infectious Agents
- Lifting & Pushing
- Microwave Ovens
- Noise
- Radioactive Material
- Wet and Cluttered Floors

Housekeeping
- Dermatitis
- Infectious Agents
- Infectious Linens
- Lifting and Pushing
- Mercury
- Radioactive Material
- Special Hazards for Housekeeping Staff
- Toxic Chemicals
- Wet & Cluttered Floors

Intensive Care/ Coronary Care Unit
- Electrical Hazards
- Infectious Agents
- Lifting & Pushing
- Noise
- Radioactive Material
- Stress and Burnout
- X-Rays

Laundry
- Dangerous Equipment
- Dermatitis
- Electrical Hazards
- Heat Stress
- Infectious Agents
- Infectious Linens
- Lifting & Pushing
- Noise
- Radioactive Material
- Toxic Chemicals
- Wet & Cluttered Floors

Laboratory
- Air Contaminants
- Diseases From Animals
- Flammable and Combustible Liquids
- Infectious Agents
- Mercury
- Radioactive Material
- Toxic Chemicals

Maintenance
- Air Contaminants
- Asbestos
- Compressed Gases
- Dangerous Equipment
- Dermatitis
- Drain Pipe Explosions
- Electrical Hazards
- Flammable and Combustible Liquids
- Heat Stress
- Infectious Agents
- Ladders
- Lifting & Pushing
- Noise
- Toxic Chemicals
- Welding Hazards

Obstetrics/ Gynecology
- Anesthetic Gases
- Mercury
- Rubella
- X-Rays

Operating Room
- Anesthetic Gases
- Compressed Gases
- Heat Stress
- Infectious Agents
- Radioactive Material
- Toxic Chemicals
- X-Rays

Patient Care Areas
- Electrical Hazards
- Infectious Agents
- Lifting & Pushing
- Radioactive Material
- Security & Safety
- Stress & Burnout
- Toxic Chemicals
- Wet & Cluttered Floors
- X-Rays

Pediatrics
- Infectious Agents
- Mercury
- Rubella
- X-Rays

Pharmacy
- Dangerous Equipment
- Dermatitis
- Infectious Agents
- Toxic Chemicals
- Radioactive Material

Physical Therapy
- Lifting & Pushing
- Wet & Cluttered Floors

Respiratory Therapy
- Compressed Gases
- Infectious Agents

Source; SEIU,
Safety and Health Hazards
on the Job; a manual
for Health Care
Employees

33 A

TEST-TAKING SKILLS COURSE

Skills Clusters

1. TEST-TAKING STRATEGIES (throughout the course)

A. Know your test/ Understanding directions
B. Reading critically
C. What's the question? What is asked for?
D. Multiple-choice test strategies (e.g. eliminating answers)
E. Writing test questions
F. Relaxation techniques/ How to prepare for tests
G. Getting support and encouragement for test taking
H. Recovering from past test-taking experiences

2. READING COMPREHENSION

A. Different types of reading test questions
B. Topic, main idea, supporting details
C. Inference/conclusions/judgments (when to draw your own conclusions, when not to)
D. Cause and effect
E. Fact vs. opinion
F. Predicting and guessing
G. Skimming for facts
H. Unstated assumptions
I. Applying what you read

3. GRAMMAR

A. Sentence basics: complete sentences, run-ons, fragments
B. Combining sentences
C. Parallel structure/subordination/misplaced modifiers
D. Punctuation and capitalization
E. Subject/verb/pronoun agreement

4. WRITING

A. Brainstorming
B. Outlining: beginning, middle, end
C. Revision
D. Mechanics: correctness in sentence strucure, spelling

5. ORAL INTERVIEWING SKILLS

A. Types of questions asked in oral interviews
B. Organizing ideas
C. Public speaking practice
D. Practice interviews

TEST-TAKING SKILLS COURSE

Course Outline

** Indicates that a detailed sample lesson is included in this Guide.*

Class #	Topic/Cluster	Skill
1	Introductions	Oral communication
	Writing: memories about school, tests	Free writing
2	Reading/Writing: Community College Registration	Reading directions Completing forms
	Writing about test taking	* The writing process: prewriting, writing, sharing
3	Writing	* Writing sentences about test taking; conjunctions
	Grammar	Run-on sentences, fragments
4	Test-taking strategies	* Multiple-choice test questions, guessing
5	Reading	* Types of reading comprehension questions
6	Grammar	Commas, semi-colons
	Reading	* Topic, main idea, details
7	Writing about work goals	Organizing ideas
8	Reading	* Tips for taking multiple-choice reading comprehension tests
9	Test-taking strategies	Practice Civil Service Test (reading comprehension)
10	Grammar	Subject/verb agreement Punctuation

	Oral Communication/ Writing	Interview someone who has a job of interest
11	Reading	* What to be aware of on multiple-choice reading comprehension tests * Cause and effect
12	Oral communication	* Preparing for Civil Service oral exam panels; Oral interviews, roll plays
13	Grammar	Irregular verbs
	Test-taking strategies	Practice Civil Service Test (language usage)
14	Reading	* Fact vs. opinion
	Reading/Writing	Job applications, resumes
15	Grammar	Correcting fragments
	Reading	Inferences/conclusions Unstated assumptions
16	Writing	Irregular spelling
	Grammar	Indefinite pronouns Subject/verb/pronoun agreement
17	Test-taking strategies	Speaker about Civil Service Testing
18	Test-taking strategies	Practice Civil Service Test (reading comprehension)
19	Grammar	Sentence structure: Misplaced/dangling modifiers
20	Test-taking strategies	Practice Civil Service Test (language usage)
21	Grammar	Punctuation, capitalization
22	Test-taking strategies	Practice Civil Service Test (reading comprehension)

23	Writing	Evaluation of course
24	Graduation ceremony	Oral communication Oral reading, sharing writing

The Writing Process: Writing About Test-Taking (Test-Taking Skills #1)

OBJECTIVES:

- Students will discuss their experiences, fears, concerns about test taking.
- Students will become more familiar with the steps of the writing process

CLASS ACTIVITIES:

<whole class>

Counselor and Learning Advocate facilitate discussion about students' experiences with test taking; and how to deal with some common responses to test taking, such as freezing up, going blank, forgetting.

<small groups>

Students discuss their experiences with test taking.

<whole class>

Instructor explains that writing is like talking.

Instructor asks each student to write about what he/she talked about in the small group.

(For a more detailed discussion about the writing process and additional writing topics, see the writing section of the Reading/Writing Upgrade course in this Curriculum Guide.)

<whole class or small groups>

Students share what they have written

Test-Taking Strategies *(Test-Taking Skills #4)*

OBJECTIVE:

* Students will explore their feelings about test taking and will become familiar with ways to gain confidence in test taking.

MATERIALS:

* Handout, "Getting Ready to Take Multiple-Choice Tests" (see next page)

* Handout, "General Strategies for answering multiple choice test questions" (see pages ____)

CLASS ACTIVITIES:

<whole class>

Instructor facilitates students in reading and discussing the handout, "Getting Ready to Take Multiple-Choice Tests"

Counselor discusses:

- the emotional aspects of going into a testing situation
- the value of building a support system
- the advantages of practicing test-taking with a partner.

Learning Advocate discusses the Civil Service exam.

Instructor facilitates students in reading and discussing the handout, "General Strategies for answering multiple choice test questions," emphasizing:

- process of eliminating wrong answers
- pacing
- guessing

(hand out)

Getting Ready to Take Multiple-Choice Tests

You have probably taken multiple-choice tests in school, and when applying for a job or a work promotion. These tests ask you to choose the "right answer" from several options. Multiple-choice tests can be confusing, tricky, scary, and discouraging. Fortunately, it is possible to learn how to do better on these tests.

Some overall advice about strengthening your test-taking abilities

1. Keep in mind that you are very smart!

2. Remember that test-taking is a skill that you can learn.

3. Work with a partner. Practice doing multiple choice test questions in a relaxed situation where you can ask questions and talk about the questions and the answers.

4. Be willing to read (and think) carefully about material that may not interest you and that you may not know very much about.

(handout)

General Strategies for answering multiple choice test questions

1. Look at a question and try to figure out the answer to the question before you look at the choices. When you have figured out your answer, see if you can find your answer among the choices given. This method works better than trying to pick out an answer from the choices. The choices on the test are there to confuse you, not to help you. If you know the answer to the question before you look at the choices, you are less likely to be confused.

2. If you can't find your answer among the choices look again at the choices and find the one that is closest to your idea of what the right answer is.

3. If you still don't know which choice is best, eliminate the choices you know are wrong. Then use your best judgment to decide on the choices that are left.

4. Don't spend too much time on any one question. If you can't answer a hard question, skip it. If you worry over the hard questions too long, you may never get to later questions which might be easier for you to answer.

5. On the other hand, don't rush. Don't let yourself feel hurried or rattled. Get into a steady, comfortable pace and stick to it. Don't panic. Do your best reading and thinking on the questions you answer. Don't worry about the questions you don't get to.

6. If you finish the test, CHECK OVER YOUR WORK. Invest your time and energy to make sure you have carefully read the paragraphs and answered the questions. Sometimes, when we re-read a paragraph, a question, or an answer, we can find errors that we made earlier.

(handout cont.)

7. WHAT ABOUT GUESSING? There are two kinds of guessing:

   a. Educated guessing. When we make an educated guess, we inform ourselves as much as we can, eliminate answers that we know are wrong (see #4 above), and pick the answer that seems the best, even though we aren't sure.

   b. Wild guessing. This is choosing an answer without thinking about the paragraph, the question, and the answer-choices.

DOES IT MAKE SENSE TO GUESS ON A MULTIPLE CHOICE TEST?

Whether or not to guess on a multiple choice test depends on how the test is scored. It is a good idea to find out how the test is scored before you take the test.

a. If the test is scored simply by counting the number of right answers, then it does make sense to do both educated and wild guessing.

b. However, if the test scoring penalizes wrong answers by subtracting the number of wrong answers from the number of right answers, then it does make sense to do educated guessing, but it doesn't make sense to do wild guessing.

English as a Second Language for Nurse Assistants:

Skills Clusters

SKILLS:

Reading: vocabulary building

Writing: sentence structure, paragraph writing, forms, memos

Clear speech: pronunciation, accent reduction

Vocabulary building: spelling, pronunciation

GRAMMAR:

* Verb TO BE
* Present continuous tense
* TO BE: short answers
* Adjectives
* Prepositions of location
* Singular/Plural
* WH questions and answers
* Future: WILL
* Simple Past
* WANT TO, NEED TO
* Common idioms
* Subject pronouns
* Simple present tense
* TO BE: yes/no questions
* Possessives
* There is/There are
* This/That/These/Those
* Contractions
* Future: GOING TO
* Irregular verbs
* HAVE TO

SUBJECT AREAS: WORKING IN THE HOSPITAL

* Food service
* Daily care of the patient
* Your job as a nurse assistant
* Being successful at your job
* Communication
* Observing the patient
* Specialized vocabulary
* Recording information

LIFE ON THE JOB:

* Communication on the job:
  with co-workers
  with patients

  with supervisors
  with Union reps

- Deal with job-related problems
- Request permission, clarification, assistance, or instructions
- Rights on the job
- Health and Safety
- Test-taking skills
- Work related forms and memos

English as a Second Language for Nurse Assistants:

Course Outline

LESSON ONE

- Introductions of students and teaching team
- Diagnostic writing - prewriting
- Dialogue: "Morning Conversation with a Patient"
- Grammar: Use of verb BE
  - Contractions of BE
  - Questions with DO
  - Short answers to questions with DO
  - Vocabulary: food and dishes
  - Contraction I'LL

LESSON TWO

- Days of the week
- Basic punctuation
- Capitalization
- Future with WILL, contractions and negatives
- Months of the year
- English alphabet

LESSON THREE

- Future with WILL, contractions and negatives
- Review verb BE, affirmative, negative and interrogative
- BE + adjective
- Adjectives and opposites

LESSON FOUR

- Verb + TO + verb: want to/need to + simple verb
- Mr., Mrs., Ms., Miss
- Telling time
- Names of articles of clothing
- Names of colors
- Negative of present tense verb, questions and short answers

LESSON FIVE

- Dialogue: "Getting dressed"
- Negatives of present tense verbs
- Use of DO
- Third person singular "S," verb change in the negative
- Introduce imperative
- Identify body parts

LESSON SIX

- Irregular plurals
- Imperative
- Use of DO as a substitute for other verbs

LESSON SEVEN

- Past tense high-frequency irregular verbs
- Review dialogues
- Introduce *Back Tips for Health Care Providers*

LESSON EIGHT

- Practice negatives and interrogatives
- Use of verb BE and auxiliary DO, present tense
- Proper care of one's back

LESSON NINE

- Demonstrate proper procedures for back care
- Enable students to identify unsafe labor practices in reference to their backs
- Teach procedures for conditionally refusing such work
- Continue negatives, interrogatives, and DO
- Practice short answers with DO

LESSON TEN

- Continue back care procedures
- Introduce Workman's Compensation claims for work injuries
- Practice dialogues re: unsafe work
- Practice negatives and interrogatives with auxiliary DO

LESSON ELEVEN

* Finish unit on back care
* Practice negatives and interrogatives with auxiliary DO
* Practice short answers with DO
* What do you do at work? Add new workplace vocabulary
* Introduce HAVE/HAS TO + verb

LESSON TWELVE

* Practice HAVE/HAS TO + verb with student-generated verbs
* Review possessive pronouns
* Review object pronouns
* Review adverbs of frequency

LESSON THIRTEEN

* Review body parts vocabulary
* Pronunciation: work on "TH" of throat, mouth, thumb, etc.
* Introduce GOING TO + verb
* Review present progressive: BE + verb + ing
* Dialogue: "Taking Vital Signs"

LESSON FOURTEEN

* Introduce reported speech using simple past tense
* How to report patients' needs and complaints to supervisors
* How to answer simple WH-questions based on reported information
* Review "Taking Vital Signs" dialogue
* Introduce FOR, SINCE, YET, ALREADY, and AGO
* Introduce WHEN, HOW LONG, WHAT and appropriate answers

LESSON FIFTEEN

* Review BE + GOING TO + VERB
* Continue simple past of high frequency verbs
* Continue working on reported speech
* Practice using FOR, SINCE, YET, ALREADY, AGO
* Practice WHEN, HOW LONG, WHAT and appropriate answers

LESSON SIXTEEN

* Continue lesson on reported speech

LESSON SEVENTEEN

- Guest speaker from County personnel on applying for County jobs

LESSON EIGHTEEN

- Discuss class visit by County personnel representative
- Fill out County job application form completely and correctly

LESSON NINETEEN

- Continue filling out County job application form
- Simplified resume writing

LESSON TWENTY

- Review complete resumes
- Introduce medical abbreviations
- Reading comprehension exercise

LESSON TWENTY-ONE

- Complete reading/listening comprehension exercise
- Students read a poem written by other workers in ESL programs
- Students write a poem of their own

LESSON TWENTY-TWO

- Students read their poems aloud
- Guest speaker, a union educator on Health & Safety issues in the hospital

LESSON TWENTY-THREE

- Discuss class visit by union educator
- Discuss health and safety issues
- Review procedures: how to deal with health and safety violations
- Cover HIV/AIDS pamphlet

LESSON FOUR

OBJECTIVES:

verb + to + verb: want to/need to + simple verb
Mr., Mrs., Miss, Ms.
Telling time
Names of articles of clothing
Names of colors
Negative of present tense verb, questions, and short answers

MATERIALS:

Dialogue: "Getting Dressed"
Grammar handout for present tense verbs, affirmative, negative, and interrogative
Vocabulary sheet for the new vocabulary in the dialogue

CLASS ACTIVITY:

- Dialogue: **Instructor** models, students repeat, work on pronunciation and intonation. Explain all new vocabulary. Elicit more vocabulary from students. They fill in articles of clothing, colors, time, and various patient responses.
- Put the vocabulary on the board. Students copy.
- Explain the grammar on the handout.
- Students say what they want/need to do. Put examples on the board.
- Change to negative, using the model. Using the verbs on the board, students make questions, and answer with short answers. Use first person singular only.
- Keep the examples as relevant and alive as possible, make the personal, so the students can go home with them and use them in their daily lives. Do a lot of drilling, as fast as possible, changing from statement to question, and from affirmative to negative.

LESSON FOUR

DIALOGUE: Getting Dressed

P = Patient
NA = Nurse Assistant

NA: I'm back, Ms. _______. (Mr., Mrs.) You need to get up now.

It's 9:00. Your program will start at 10:00.

10:00..........................in half an hour.
10:30..........................in thirty minutes.
..........................in forty-five minutes.

P: *(possible responses)*:
I don't want to get up. I want to stay in bed today.
I'm tired.
It's too cold.
I don't want to play bingo today.
I don't want to work today.
I don't want to exercise today.
Okay, I'm ready.

NA: Do you need any help with your clothes?

P: *(possible responses)*:
No, I don't.
Yes, I do.

NA: Here are your "attends." Here are your shorts and T-shirt.
Here's your underwear.
Do you want to wear your white blouse and blue pants?
........................red sweater and gray pants?
........................pink sweatsuit?

P: I want to wear my _______________ and __________.

NA: Here are your socks.
..............slippers.
..............shoes.

P: Thanks.

NA: I'll help you into your wheelchair.

P: Okay.

NA: I'll take you to the recreation room.

P: Thank you.

LESSON FOUR

VOCABULARY

Mrs.
Mr.
Ms.
10:00 (ten o'clock)
10:30
thanks
ready any
here are
play bingo
exercise
I'm back
program
tired
clothes
wheelchair
recreation room

Verbs:

want
need
start
wear
help
take
get up
stay in bed

Colors:

blue
green
yellow
red
white
black
gray
purple
pink
brown
orange
navy blue
aqua blue
tan

Clothes:

pants
shirt
shorts
socks
belt
dress
blouse
skirt
stockings
slippers
underwear
bra
panties
briefs
attends

LESSON FOUR

GRAMMAR: NEED TO + verb, WANT TO + verb

You need to get up now.
I want to eat cookies.
She wants to drink coffee.
She needs to copy the lesson from the board.
They want to go home.
He needs to get a job.

Negative:

You don't need to get up now. (The negative comes before the verbs)
She doesn't want to drink coffee.
I don't want to eat cookies.

Questions:

Do you want to get up now?
Do you want to eat cookies?
Does she want to drink coffee?

Short answers:

Yes, I do.
No, I don't.

Yes, she does.
No, she doesn't.

LESSON FOURTEEN

OBJECTIVES:

To enable students to report patients' needs and complaints to their supervisors simply and accurately, and to answer simple Wh-questions based on reported information.

Grammar: reported speech and Wh-questions

Review "Taking Vital Signs" dialogue

Introduce reported speech using simple past tense

Introduce FOR, SINCE, YET, ALREADY, and AGO

Introduce WHEN, HOW LONG, WHAT and appropriate answers

MATERIALS:

Dialogue: "Taking Vital Signs" from *LESSON THIRTEEN*

Vocabulary Sheet

CLASS ACTIVITY:

- Review "Taking Vital Signs" dialogue. **Learning Advocate** provides the medical information and necessary translation, **Instructor** provides the grammar structures.
- From dialogue, move into a lesson on reported speech. Normally reported speech would not be taught at this level, but since reporting patient needs and complaints to supervisors is part of the N.A. job, the **Learning Advocate** and **Instructor** felt it important to teach at this point.
- *Patient complaints.* Elicit these, put them on the board; students copy. Work with students until they can read and pronounce them reasonably well. Students need not be responsible for reproducing these in writing. The emphasis is on comprehension and oral reproduction.
- Divide the list into groups by the verbs used, i.e., have, feel, need, want, and have to. Use other verbs that come up.
- *Role play student report to supervisor.* Use supervisor's name, patient's name, and room number, if applicable.

Examples:

Nurse Jones, Mrs. Long in room 103 says she has chest pains.

Nurse Lee, Mr. Brown in room 217 says he wants his medicine.

LESSON FOURTEEN (con't)

- * *Practice from the examples on the board.* Students should master this before you go on. If the event is relatively current, use present tense for simplicity.
- * Now teach the past tense of the verbs listed. If the event is definitely in the past, use the past tense verb plus the time marker.

Examples:

Nurse Jones, last night Mr. Brown said he felt nauseous.
Nurse Lee, this morning Mrs. Long said she had a headache.
She took her medicine already.
She didn't take her medicine yet.

- * *Teach YET and ALREADY with past tense. YET with negative, ALREADY with affirmative. Use simple past.*

- * *Questions from the supervisor.* Brainstorm. Put on the board. The grammar will be complex. Teach for recognition, not reproduction. Have students use these sentences in roleplay, to get familiar with them, and to know what kind of information to give in reply.

Question	Key Words	Information Needed	Reply
When did she say that?	When	Specific time	At 9:00 Last night
	When	Amount of time	10 minutes ago
How long has she been feeling this way?	How long	Amount of time	For 15 minutes
	How long	Point in time	Since 9:30
What did you do?	What	Action taken	I told the nurse

LESSON FOURTEEN (con't)

* *Teach AGO with an amount of time. Although FOR and SINCE are structures used with the present perfect, we are going to use them here in simple answers. Teach FOR with an amount of time (for one week, two days, one hour, etc.), and SINCE with a point in time (since last night, March 15, etc.).*

* Emphasize key words to elicit specific information. Drill.

* *Role play*. Students use appropriate questions from the board. (Optional: Give students a name card with a patient's name on it.) Students form groups of three.

Examples:

S1 (patient to N.A.):	I have a backache.
S2 (N.A. to supervisor):	Mr. Lee in room 333 says he has a backache.
S3 (supervisor to N.A.):	When did he tell you?
S2 (N.A. to supervisor):	15 minutes ago.

LESSON THIRTEEN

DIALOGUE: Taking Vital Signs

P = Patient
NA = Nurse Assistant

NA: *(possible responses)*:
Mrs. Jones, I'm going to turn you onto your other side now.
....back now.
....stomach now.

P: *(possible responses)*:
Okay, but please be careful. My back hurts.
...............................shoulder hurts.
...............................neck hurts.
...............................chest hurts.

NA: *(possible responses)*:
I'll be careful. Now roll to the right.
I will. ....left.
.........................over on your back.
.........................over on your stomach.
That's good. Now I'll take your vitals.

P: Alright. I'm feeling a lot better today.

NA: Here's the thermometer. Open your mouth. Put it under your tongue.

P: What is it?

NA: It's normal, 98.6 degrees. Now I'll take your pulse. Now I'll check your respiration. Let's roll up your sleeve. I'm going to take your blood pressure.

P: *(possible responses)*:
Are you finished?
Have you finished?

NA: Yes, that's all.

P: What's my blood pressure?

NA: It's 120 over 80. That's good.

P: Thank heavens!

LESSON FOURTEEN

Working Vocabulary

Patients often feel aches and pains. They will say:	**Nurse Asst. should report:**
I have a headache.	She says she has a headache.
I have a backache.	She says she has a backache.
I have a stomachache.	She says she has a stomachache.
I have a toothache.	She says she has a toothache.
I have an upset stomach.	She says she has an upset stomach.
I have a pain in my arm/leg/side.	She says she has a pain in her arm/leg/side.
I'm having chest pains.	She says she's having chest pains.

Patients often feel other things. They will say:	**Nurse Asst. should report:**
I feel tired.	He says he feels tired.
I feel hungry.	He says he feels hungry.
I feel thirsty.	He says he feels thirsty.
I feel nauseous.	He says he feels nauseous.
I feel feverish/hot.	He says he feels feverish/hot.
I feel weak.	He says he feels weak.
I feel dizzy.	He says he feels dizzy.

Patients often want or need things. They will say:	**Nurse Asst. should report:**
I want/need some juice.	She says she wants some juice.
I want/need a glass of water.	He says he needs a glass of water.
I want/need some milk.	He says he needs some milk.
I want/need some coffee.	She says she wants some coffee.
I want/need my medicine.	He says he wants his medicine.
I want/need some aspirin.	He says he needs some aspirin.
I want/need a blanket.	He says he needs a blanket.

Patients often want or need to do things. They will say:	**Nurse Asst. should report:**
I want/need to get dressed.	She says she wants to get dressed.
I want/need to get up.	He says he wants to get up.
I want/need to be turned over.	She says she needs to be turned over.
I want/need to go to the bathroom.	He says he needs to go to the bathroom.
I want/need to eat.	She says she wants to eat.
I want/need to see the doctor.	He says he needs to see the doctor.

LESSON TWENTY-THREE

OBJECTIVES:

Review talk by union educator

Discuss health and safety issues

Review procedures on how to deal with health and safety violations

Cover SEIU's pamphlet, *HIV/AIDS: Protecting Ourselves, Protecting Our Patients and Residents* (Michigan Council 35 Health and Safety Project, see Resources List)

MATERIALS:
HIV/AIDS pamphlet

CLASS ACTIVITY:

- Hand out the pamphlet. Brainstorm with the students. Discuss how AIDS can and cannot be transmitted. Make two lists on the board. **Learning Advocate** assists in discussion and translation. Discuss family sexual practices. How AIDS is brought into the home. Use of condoms. Honesty between sexual partners. Sex education of children. Distribution of condoms in the schools. A lot of personal and cultural issues will come up here.
- Discuss HIV symptoms. Introduce necessary vocabulary, i.e., "night sweats," "thrush," etc. Discuss who can get AIDS, and their risks as health care workers. Be specific here, list the ways that health care workers can get AIDS. List methods of prevention.
- Go through the pamphlet, introducing new vocabulary, and encouraging as much discussion as possible. The **Learning Advocate** takes an active part in stimulating discussion and helping the students overcome their embarrassment.
- Discuss hepatitis B symptoms and transmission.
- Go through the section on Universal Precautions thoroughly. Elicit this information from students and put it on the board (in a simplified manner). Keep it simple (the pamphlet is too difficult for them to read). Discuss and list all the precautions and when to take them. Include: handwashing,

avoiding needlesticks, housekeeping, laundry, dietary, waste disposal, use of gloves, cover gowns, masks and eye protection, and what to do if you have been exposed.

* In the last part of the class, students discuss and write what the class meant to them. If they thought it had helped them, and in what ways. If it had in any way changed their concepts of themselves, or altered their future plans.

EDUCATIONAL OPPORTUNITIES GUIDE

Northern California Joint Council
of Service Employees #2

SEIU Workplace Education Program

Oakland, California

July 1992

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upe790/afl-cio

HOW TO USE THIS GUIDE:

- This is a list of educational programs that may be of interest to members working in health care and related fields in the East Bay.
- Every program has different requirements and schedules, therefore, you need to contact specific programs for more details

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The SEIU Workplace Education Program is a project of the Northern California Joint Council of Service Employees #2 in partnership with Merrit Community College, Oakland, CA. and is funded by a grant from the National Workplace Literacy Program of the United States Department of Education, Award Number V198A10007

I. Occupational Training Programs in Health Care *(listed alphabetically)*

CAREER	*PROGRAM & CONTACT*	*TO GET INTO PROGRAM*
Certified Nursing Assistant/ Home Health Aide (CNA/HHA)	**PLEASANT VALLEY ADULT SCHOOL,** Oakland Demita at 653-7681	Pre-test required Next test in October 1992
	14th ST. ADULT SCHOOL, Oakland Anyone at 763-2277	No requirements; $10 fee
	MERRITT COLLEGE, Oakland Ms. Carole Lee at 436-2506	GED or HS Diploma
	BERKELEY ADULT SCHOOL Felicia at 644-8970	Must pass basic skills test and get on waiting list
	PITTSBURG ADULT SCHOOL Anyone at 439-2031	$275 fee
	EDEN AREA Regional Occupational Program (ROP) Hayward 293-2900, Ext 919	Must *GO THERE* and get on waiting list
Dental Assistant	**CHABOT COLLEGE,** Hayward Counselor at 786-6718	Apply and take placement exam
	CONTRA COSTA COLLEGE, San Pablo Ms. Everhard at 235-7800, Ext 265	Apply and take placement exam

Dental Assistant (cont'd)	**COLLEGE OF ALAMEDA** Ms. Shirley Connors at 748-2262	CPR cert., apply and have personal interview
	EDEN AREA ROP, Hayward 293-2900, Ext 919	Must *GO THERE* and get on waiting list
Dental Hygienist	**CHABOT COLLEGE,** Hayward Ms. Becky Cattan at 786-6715	Requires special application
Emergency Medical Technician (Paramedic)	**CHABOT COLLEGE,** Hayward Ms. Becky Cattan at 786-6715	Requires special application
	CONTRA COSTA COLLEGE, San Pablo Ms. Deutscher at 235-7800, Ext 267	Apply and take placement exams
	MERRITT COLLEGE, Oakland Ms. Veronica Cooper at 436-2422	$275 fee
Geriatric Aide	**CHABOT COLLEGE,** Hayward Counselor at 786-6718	Apply and take placement exams
Gerontology/Human Services	**OHLONE COLLEGE,** Fremont Ms. Gail Cobe at 659-6030	Apply and take placement exams
	CHABOT COLLEGE, Hayward Counselor at 786-6718	Apply and take placement exams
Health Care Administration	**CSU HAYWARD** Dr. John Wong at 881-3223	High school diploma or GED

Health Unit Management	**CHABOT COLLEGE,** Hayward Counselor at 786-6718	Apply and take placement exams
Hospital/Community Health Aide	**OAKLAND / EMERY / ALAMEDA ROP** Anyone at 836-8474	No requirements, no fee
Inhalation Therapy	**OHLONE COLLEGE,** Fremont Counselor at 659-6110	Apply and take placement exams
Licensed Vocational Nurse (LVN)	**MERRITT COLLEGE,** Oakland Ms. Carole Lee at 436-2506	Complete Biology 24 (Basic Human Anatomy & Physiology)
	PITTSBURG UNIFIED ADULT SCHOOL Anyone at 439-2031	Entrance test in 1993 $900 fee
Medical Assistant	**OHLONE COLLEGE,** Fremont Counselor at 659-6110	Apply and take placement exams
	CHABOT COLLEGE, Hayward Counselor at 786-6718	Apply and take placement exams
	CONTRA COSTA COLLEGE, San Pablo Ms. Deutscher at 235-7800, Ext 267	Apply and take placement exams
Medical/Biological Illustration	**CHABOT COLLEGE,** Hayward Counselor at 786-6718	Apply and take placement exams
Medical/Clerical Occupations	**OAKLAND/EMERY/ALAMEDA ROP** Anyone at 836-8474	No requirements, Class meets at Highland Hospital

Medical Lab Technology	**CSU HAYWARD** Dr. Dixon at 881-3422	High school diploma or GED
Medical Occupations	**EDEN AREA ROP,** Hayward 293-2900, Ext 919	Must GO THERE , get on waiting list
Medical Records Technology	**CHABOT COLLEGE,** Hayward Counselor at 786-6718	Apply and take placement exam
Medical Terminology Classes (not a separate program)	**HAYWARD ADULT SCHOOL** Anyone at 582-0606	No requirements
	MERRITT COLLEGE, Oakland Ms. Carole Lee at 436-2506	No requirements
	CONTRA COSTA COLLEGE, San Pablo Ms. Deutscher at 235-7800, Ext 267	No requirements
	LANEY COLLEGE, Oakland Counselor at 464-3153	No requirements
	SAN LORENZO ADULT SCHOOL 276-7030	No requirements
	OAKLAND ADULT SCHOOL Phyllis Zagone 763-2277	No requirements
Occupational Safety & Health Technology	**CHABOT COLLEGE**, Hayward Counselor at 786-6718	Apply and take placement exams

Occupational Therapy Aide	**EDEN AREA ROP,** Hayward 293-2900, Ext 919	Must GO THERE, get on waiting list
Radiation/Radiology Technology	**MERRITT COLLEGE,** Oakland Dr. Osborne at 436-2508	Math, English, Anantomy (call for more details)
	CONTRA COSTA COLLEGE & KAISER (Richmond) Ms. Mitsi Chorak at 231-227	High school diploma or GED
Respiratory Therapy Technology	**OHLONE COLLEGE,** Fremont Counselor at 659-6110	Requires special application
Registered Nurse (RN) Associate of Arts / Associate of Science (AA/AS)	**CHABOT COLLEGE,** Hayward Ms. Becky Cattan at 786-6715	Requires special application
	CONTRA COSTA COLLEGE, San Pablo Ms. Deutscher at 235-7800, x267	Apply and take placement exams
	MERRITT COLLEGE, Oakland Ms. Veronica Cooper at 436-2422	
	OHLONE COLLEGE, Fremont Counselor at 659-6110	Requires special application
Registered Nurse (RN) Bachelor's Degree	**CSU HAYWARD** Anyone at 881-3481	High school diploma plus science courses

Registered Nurse (RN) **Masters' Degree**	**SAMUEL MERRITT COLLEGE OF NURSING,** Oakland 420-6011	College degree (BA or BS) Private School
Therapeutic Recreation Aide	**CHABOT COLLEGE,** Hayward Counselor at 786-6718	Apply and take placement exams

II. Community Colleges

Community Colleges offer courses in:

- **English (Reading & Writing)**
- **Math**
- **Computer**
- **English as a Second Language (E.S.L.)**

Classes are offered at 3 levels:

- * Basic Skills (preparation for Community College-level classes)
- * Associate Degree (2-year college degree)
- * Transfer to 4-year colleges and universities

Assessment: Each Community College offers an **Assessment Program** (English and math tests) and **Counseling** to help students select courses.

Fees: $6 per semester or $4 per quarter for California residents (people who have lived in California for one year). Maximum tuition for California residents is $60 per semester or $40 per quarter. Tuition for out-of-state and foreign students is $117 per semester unit and $78 per quarter unit. Courses may range from 1/2 unit to 5 units. Costs for books and supplies vary.

Schedules: Most Community Colleges offer day and evening programs on a semester or quarter basis. Some Community Colleges offer open entry classes, which a person can join after the class begins.

Call the Community College near you to get current infomation about courses, fees, and schedules.

COLLEGE	LOCATION	COUNSELING / ASSESSMENT
COLLEGE OF ALAMEDA (Alameda)	555 Atlantic Avenue Alameda	Counselors: 748-2222 Assessment: 748-2307 or 748-2315
VISTA COLLEGE (Berkeley)	2020 Milvia Street (Berkeley)	Counselors: 841-8431, ext. 250, 252, 215 Assessment: 841-8431, ext. 276

NOTE: Vista College offers the **P.A.C.E. (Program for Adult College Education).** Designed for working adults, PACE is an evening and Saturday program leading to an Associate of Arts degree in 2 1/2 to 3 years. Through tele-courses and Saturday classes, P.A.C.E. offers a lower-division, general education curriculum for *liberal arts majors (not science).* Upon completion of the PACE program, students can transfer to Cal State Hayward or other 4-year institutions For more information, call 841-0809, or 841-8431, ext. 277

COLLEGE	LOCATION	COUNSELING / ASSESSMENT
OHLONE COLLEGE (Fremont and Newark)	43600 Mission Blvd. Fremont	Counseling: 659-6110 Assessment: Room 1145
CHABOT COLLEGE (Hayward)	25555 Hesperian Hayward	Counseling: 786-6718
LANEY COLLEGE (Oakland)	900 Fallon Street Oakland	Counseling: 464-3121 Assessment: 454-3260
MERRITT COLLEGE (Oakland)	12500 Campus Drive Oakland	Counseling: 436-2475 Assessment: 436-2566

MERRITT COLLEGE FRUITVALE CENTER [mainly ESL classes]	1900 Fruitvale Ave Oakland	536-1830
MERRITT COLLEGE COMMUNITY EDUCATION CENTER (Oakland)	8709 East 14th St. Oakland	436-2479
CONTRA COSTA COLLEGE (Richmond and San Pablo)	2600 Mission Bell Drive San Pablo	Counseling: 235-7800, X 255 Assessment: 235-7800, X 304

III. Adult School Programs:

Most Adult Schools offer courses in:

- **Basic reading, writing, and math**
- **English as a Second Language (E.S.L.)**
- **G.E.D. test preparation (High school diploma equivalent)**
- **Computers**

Fees: Basic Skills (reading, writing, math), G.E.D., and E.S.L. courses are **FREE**; there may be book fees. Computer courses have fees which vary depending on the length of the class and the cost of materials.

Schedules: Most Adult Schools offer day and evening courses on a semester or quarter basis. Many Adult Schools offer open-entry classes, which a person can join after the class begins.

Call the Adult School near you to get current information about courses, fees, and schedules.

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ADULT SCHOOL	*ADDRESS*	*CONTACT NUMBER*
ALAMEDA ADULT SCHOOL	2200 Central Ave.	522-3858
ALBANY ADULT SCHOOL	655 Key Route Blvd.	526-6811
BERKELEY ADULT SCHOOL	1222 University Ave.	644-6130
ADELANTE (Berkeley) *[NOTE*: $10 for non-Berkeley residents.]	830 Bancroft Ave.	549-0232
CASTRO VALLEY ADULT SCHOOL	19722 Center St.	866-1000
EMERYVILLE ADULT SCHOOL	1100 - 47th St.	547-5592
FREMONT ADULT SCHOOL	4700 Calaveras	793-6465
HAYWARD ADULT SCHOOL	22100 Princeton	582-0606
NEWARK ADULT SCHOOL	36120 Ruschin Dr.	794-2039
OAKLAND ADULT EDUCATION		
Main Office	1205 - 2nd Ave., Portable 15	836-8131
Edward Shands Adult School	2455 Church St.	638-8484
Neighborhood Centers Adult Schools	121 E. 11th St.	452-1612
[NOTE: This program holds classes in many neighborhood locations.]		
Oakland Evening Adult School	750 E. 14th St.	763-2277
Pleasant Valley Adult School	920 - 53rd St.	653-7681

EAST BAY CONSERVATION CORPS (Oakland)	1021 Third St.	891-3906
PIEDMONT ADULT SCHOOL	800 Magnolia	420-3655
RICHMOND ADULT SCHOOL	1250 - 23rd St.	234-1766
SAN LEANDRO ADULT SCHOOL	2200 Bancroft	352-6222
SAN LORENZO ADULT SCHOOL	820 Bockman Rd.	276-7030
NEW HAVEN ADULT SCHOOL **(Union City)**	1800"H" St.	489-2185

IV. LIBRARY AND COMMUNITY LITERACY TUTORING PROGRAMS

Libraries and community programs offer ***free individual tutoring in reading and writing.*** These programs serve adults who want to learn how to read; they also serve adults who want to improve their reading and writing so they can enter courses at an Adult School, Community College, or job-training program.

Tutoring is provided by trained volunteers. ***Tutoring is available during the day and evening,*** at a library or at another community location.

Some library and community programs also offer tutoring in ***Math and/or English as a Second Language (E.S.L.).*** In some programs, learners use ***computers*** to work on reading and writing skills. Some programs offer small group instruction.

For more information, call the library or community tutoring program near you.

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LITERACY / TUTORING PROGRAM	*LOCATION*	*NUMBER*
ALAMEDA FREE LIBRARY ADULT LITERACY PROGRAM	1916 Webster	885-2454
BERKELEY READS (WEST BERKELEY PUBLIC LIBRARY)	1125 University	644-8595
CASTRO VALLEY LIBRARY ADULT LITERACY PROGRAM	20055 Redwood Rd.	745-1488
EL CERRITO LIBRARY PROJECT 2ND CHANCE	6510 Stockton	527-7558
CENTERVILLE LIBRARY ADULT LITERACY PROJECT (Fremont)	3801 Nicolet Ave	745-1488
HAYWARD LIBRARY LITERACY PLUS	835 "C" St.	293-5481
NEWARK LIBRARY ADULT LITERACY PROJECT	6300 Civic Terrace	745-1488
OAKLAND PUBLIC LIBRARY SECOND START PROJECT	125 14th St.	238-3432
DELTA SIGMA THETA ADULT LITERACY TASK FORCE (Oakland)	Various locations in Oakland	465-6991
RICHMOND LIBRARY L.E.A.P.	325 Civic Center Plaza	307-8084
SAN LEANDRO LIBRARY PROJECT LITERACY	300 Estudillo	895-6100
SAN LORENZO LIBRARY ADULT LITERACY PROJECT	395 Paseo Grande	745-1488
UNION CITY LIBRARY ADULT LITERACY PROGRAM	34007 Alvarado-Niles Rd.	745-1488

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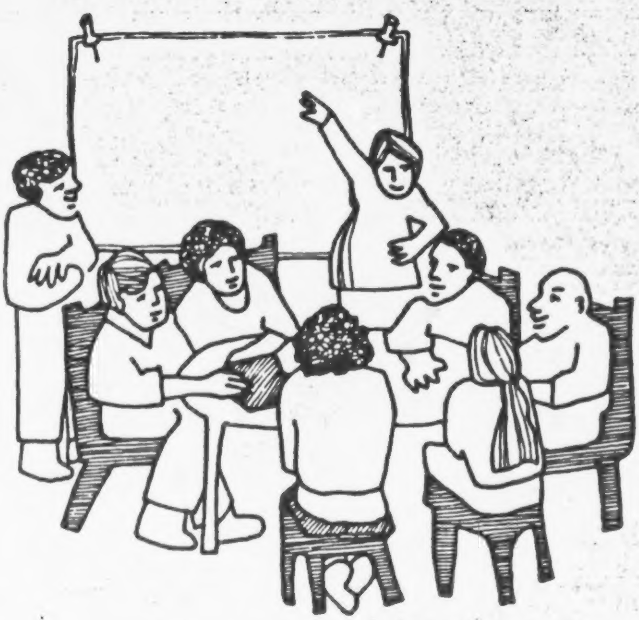
Appendix IV

EDUCATION THAT WORKS

Essays by Program Participants

Education That Works



Participants' Views
of the
SEIU Workplace Education Program

Service Employees International Union AFL-CIO/CLC

upe790/afl-cio

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INTRODUCTION

The following essays represent the response of current and previous participants in the SEIU Workplace Education Program to the question, "What was useful to you about the classes you attended?" Learning and moving ahead are basic human needs and rights. These writings speak eloquently to the determination of these workers to take advantage of educational opportunities presented by the Union (on their own time) and the great need that exists in this workforce for expanded versions of this program in the future.

The SEIU Workplace Education Program is a project of the Northern California Joint Council of Service Employees #2 in partnership with Merritt Community College. Over the last year, the program offered on-the-job classes at Highland General Hospital and Kaiser-Permanente in Oakland, CA and Fairmont Hospital in San Leandro, CA. Classes offered included: Reading and Writing Upgrade, Math, English as a Second Language, and Test-Taking Skills.

Program participants represented many different classifications of workers throughout the hospitals, nearby convalescent facilities, and various workplaces in the Alameda County system. They are members of three locals of SEIU: Hospital and Health Care Workers Local 250, United Service Employees Local 616, and Health and Human Services Local 535.

The innovative teaching model used in the Workplace Education Program involved a team made up of: the Teacher, an Educational Counselor who was in the class and helped each worker develop an individual education plan, and a Learning Advocate, a co-worker who recruited their peers, attended classes and used their knowledge of the workplace and the Union to help keep the material relevant to the students.

Teachers were provided by Merritt College, Peralta Community College District. Development of the teaching model and training of the Learning Advocates and Counselors was provided by the Center for Working Life, Oakland, CA. Classroom facilities, assistance with publicity, and other logistical support were provided by the participating hospitals.

Peter Simon, Director
SEIU Workplace Education Program
July 1992

The SEIU Workplace Education Program is partially funded by a grant from the National Workplace Literacy program of the United States Department of Education, Award Number V1981007

Shirley Agbonkonkon, Occupational Therapy Aide

FAIRMONT HOSPITAL

This class has been useful by giving one-on-one, individual attention to us. It definitely opened the door for me and others to grow. It challenged us, and we gained confidence. We met new people and learned from them. And I also learned from me. All of our thoughts, ideas, support and encouragement came together.

What stands out for me is the inspiration and hope we gave to each other. Please keep funding this program, because it really makes a difference. One life can change for the better.

We have a very caring and understanding teacher who gives her all to help. We have a very nice counselor who works so well for us and others to make life better. I thank Alice and Roger for showing me light where the tunnel seemed so dark.

(Ms. Agbonkonkon recently passed the examination to enter a Licensed Vocational Nurse Program.)

Imonluamen Akhile, Environmental Services

JOHN GEORGE PSYCHIATRIC PAVILION

The main benefit of this class for me is that it helped me get back to my reading habit. It had been quite a long time since I stopped going to school. However, due to the fact that I started taking this class, my ability to pick up a book and read it has returned. Also, the notion to make plans to further my education has come back into my schedule.

Furthermore, the idea of a lot of people from all over the world getting together to share ideas and different experiences is an interesting one. In the class some of the students told stories from their past and we have gained a lot from this sharing.

Also, the teacher taught us how to apply for positions, through both oral interviews and written requirements. The four hours a week we spent in class was just like two quarters in the junior college. The teacher handed out vocabulary, grammar, and style handouts, and tips on how to solve examination problems.

Therefore I conclude at this juncture that this class should go on forever, since I have gained the knowledge to prepare me for examinations and interviews. This class has helped me to make plans to further my educational career and it has also accentuated my ability to read newspapers and other books in the library. It gave me a chance to meet different people who come from other nations with different cultures. Finally, it was a pleasure for me to be part of this class, to gain this tremendous knowledge that I take with me from this class.

Lidia Aldave, Nurse Assistant

This program is very important to me because it has helped me a lot at home, at work, and in my daily life. I have learned to understand people better, at work, when I go shopping.

I still don't speak as much English, but I understand it better and I write it. I hope this class can continue, because I believe that our whole group wants it to go on. It is very important to us.

(translated from Spanish)

Alicia Arcibal, Payroll Records Clerk
ALAMEDA COUNTY ASSESSOR'S OFFICE

In the May 1992 issue of the *County Courier*, the Alameda County employee newsletter, I read about the SEIU Workplace Education Program's Test-Taking Skills class. I immediately called to enroll in the class.

I enjoy attending classes like this; it gives me an opportunity to improve myself, both at work and at home. It is never too late for education. There are no limits on learning as long as you have the will power. For some people it takes only a short time to learn, but for some it will take a while. Don't give up whatever it takes, because it will always be to your own benefit.

This class has been useful to me because I have learned so many things such as: how to fill out applications, how to prepare myself for examinations, how to perform effectively during job interviews, and much more.

After taking this class I believe I will have a better opportunity for promotions and that I have something to look forward to in my future.

I am positive that our employers will realize that this class is important if we show them that we have a strong desire to improve ourselves and perform our jobs more effectively. I think that the motivation must come from us, by telling our employers how effective we will be if we are able to gain the knowledge needed. To those of us who attended the class, let's prove its worth.

This kind of class will always be very helpful, especially to foreign-born workers like me. I thank and commend the SEIU leaders who worked it out to offer this class to all the members.

Charlene Birdsong, Environmental Services

Test-Taking Class Learning Advocate

FAIRMONT HOSPITAL

The SEIU class has given me a clearer direction as far as my future goals are concerned. It also taught me commitment and self-discipline. This class heightened my self-esteem.

The experience that stood out for me in this class was the love that we shared, the tears, the laughter, the harmony, and the respect for each other. And finally, Alice, the teacher. She gave of herself unselfishly. She allowed each one of us to express our individuality. She never once made any of us feel small. She used her skills wisely, she never pushed, she went with the flow. And I thank her for her goodness and her patience. Let me add that our counselor Roger is just as deserving. He was always ready and willing at all cost. I thank you both for being there.

I wish this class could go on.

Duane Bullard, Nurse Assistant

FAIRMONT HOSPITAL

The class is a very nice place to be. The teacher is very good. I like the way she helped me learn to read and comprehend questions about what I read. The homework is very useful to me. The length of the class was good.

I'm very relaxed when in class. I noticed I'm improving on my spelling. I understand the questions we have on tests. I feel we should have more classes like this one in the future.

This class has inspired me to go back to school to better my reading and writing. Also, I plan to take a Spanish class.

Maria Chiquito, Certified Nurse Assistant

FAIRMONT HOSPITAL

I am very pleased with my class. I feel more confident in myself. Now, I talk more with my co-workers. When people talk to me, I understand more. Also, when I write, words come more fluid to me. When I sit down to do homework with my boy, I understand his homework better.

I like my class and I don't want it to end. I hope we have some more classes in the future so we can help each other in understanding English.

Kim Chung, Account Clerk II

ALAMEDA COUNTY TAX COLLECTOR'S OFFICE

This class has helped me understand and improve my reading comprehension. We analyze words, identify main topics and analyze sentence structure.

Although this class was short, I was able to absorb necessary knowledge to help me pass County exams in the future.

I would like to thank the Union for offering this class for the workers' benefit.

Irene Clark, Health Services Trainee/Nurse Assistant

FAIRMONT HOSPITAL

Ever since I started this English class, I feel more confident in myself. I feel more comfortable when I speak to a professional person. I am able to express myself more clearly now. I have learned a lot of English vocabulary, and now I'll have no problem filling out applications.

The thing I liked most is the classroom interaction. Everybody seems to be sharing each other's views and opinions. Most of all, the instructor has been very helpful.

I think I learned the most doing class interviews. I learned how they are handled, the questions a person might expect within certain professions, and other good interview tips.

Leonard Crawford, Data Input Clerk

HIGHLAND GENERAL HOSPITAL

I enjoyed coming to class. It's small, but made up of various employees. It has helped me to improve my English skills. I would like to understand grammar better. I like the writing skills we practice in class.

I hope that this class and other classes like this one can continue. I would like to see more employees get involved and enroll in these classes offered by the Union.

Verlie E. Dotson-Thomas, Stenographer

ALAMEDA COUNTY PUBLIC DEFENDER'S OFFICE

The Test-Taking class has helped me very much. The one thing I've noticed and can say I'm relieved about is that I found that I was not alone. I thought I was the only person having such a difficult time taking and passing tests. The Test-Taking class made me feel that it was okay to say I did not understand or could not recognize a complete sentence when I saw one. This has become a little easier for me now since I have taken this course and I know that in order to feel comfortable, I still have a lot more studying to do.

The instructor, the counselor, and the Learning Advocate showed a deep concern for all of us as individuals and as a group as well. The information which was handed out in class proved to be very helpful and valuable to me because I can use the material on my job as well as for my personal use.

The only problem I had with the Test-Taking class is that was too short. I look forward to taking the class again if offered.

Luisa Escueta, Stenographer II

ALAMEDA COUNTY PUBLIC DEFENDER'S OFFICE

This class was really very useful to me because I have learned so many things, such as the importance of understanding directions and reading critically.

In grammar, I have learned sentence basics, combining sentences, punctuation, and capitalization, paragraph revision, and writing.

In reading comprehension, which is one of my weakest areas, I have learned to identify the main idea, to differentiate between fact and opinion, to draw conclusions from what I read.

In writing, I have learned to stick to the topic given, and to outline my composition with a beginning, middle and end.

In oral interviews, I have learned tips and techniques for answering questions. I have learned to organize ideas and how to conduct myself during an interview.

All of these things make me feel more confident and assured of passing future tests.

I would like to suggest to the SEIU leadership to have more classes like this in the future. And I would also like to suggest that they be scheduled for longer, such as 3:00 until 6:00pm, so that we can have more time to learn.

I applaud SEIU, the teacher, and the rest of the staff for helping us and giving us more knowledge.

Berta Flores, Child Care Provider

I am very happy and grateful to all for the work you have done to teach us English. For us it is a very necessary thing. It will help us get along in all aspects.

For me, this class has been very helpful. I have learned many things. And I hope to have more opportunities in the future to study and move ahead. I hope the program returns to teach us more.

(translated from Spanish)

Kelly Garcia, Nurse Assistant

FAIRMONT HOSPITAL

I am very happy with this English class because I learned a lot. It has helped me to use more verbs, and in reading comprehension. I have more communication with my co-workers now.

I would like to have more classes like this because this is a good opportunity to improve my English. The teacher is very professional. This program is also good because it provides child care money.

I am very pleased. Thank you to the Union for giving us help in learning, improving our English.

Esterine Green, Financial Planner

AT&T

This class has helped me on my job: in writing memos and using correct grammar. I have more confidence in my writing skills. I also can now talk before my peers and feel comfortable about it.

Ozell Haire, Environmental Services

HIGHLAND GENERAL HOSPITAL

I must say that the class has been very useful to me at home and on my job. Taking this class has enabled me to have better English usage. I never knew how important it would be to take a class at this late date. However, it has given me more confidence in myself than I ever thought possible.

It refreshed some of the things I had learned in high school and I learned some new things also.

Thank you all for being so helpful.

Linda Ho, Certified Nurse Assistant

ST. JOSEPH'S CONVALESCENT HOSPITAL

From May to July I took the SEIU English as a Second Language class which is designed for healthcare workers. There is a real need for this in healthcare facilities.

First, the class taught Nurse Assistants and Certified Nurse Assistants conversational and workplace English to improve their communication with patients.

Second, the class had a good teaching approach: the instructors and Learning Advocate are very patient when they prepare us, when they demonstrate for us, and when we review the course contents. They teach pronunciation and English grammar. They understand what bilingual students' language difficulties are and what they actually need in speaking or writing English.

I am grateful to the whole team because they do their best for the students. They helped us to learn many things: to read how to protect our backs from injury on the job, how to fill out our nursing charts, how to fill out application forms, how to plan the next step in our studies, and how to improve our telephone speaking skills.

(translated from Chinese)

Dorothy Joseph, Specialist Clerk

HIGHLAND GENERAL HOSPITAL

This English and Test-Taking class has been a very good class. As a full-time employee that has been out of school for 15 years, it has refreshed my memory on things I had forgotten.

For some of my classmates, English is their second language. Others are using this class as a stepping stone to further education.

In addition to the skills taught, I have learned discipline (by attending twice a week) and how to listen.

This class should be a continuing project. The County should support the efforts of the Union and its members and help make these classes available. In the long run it will not only benefit the workers, but the County as a whole.

Benchito Macaraig, Clerk

ALAMEDA COUNTY

At first I hesitated to attend the Test-Taking class, since modesty aside, I'm good at taking tests. Since I came to this country two years ago, I've already taken three tests and I have passed them all. But then I decided to attend because I wanted to improve my English speaking skills. Now I know I made a good decision.

This class helped me a lot, especially with grammar. The subjects that were being taught to us were the ones the group felt we needed most. Before, I was so scared to talk because I was afraid my grammar and my accent would get me turned down. Now the accent is still there. I know it won't go away but my grammar improved and I'm more confident.

This is all that I need in order to do my job. I'm very thankful. The whole staff deserves a commendation. They did a good job.

Ironically, this class can only last so long. We feel that we need to learn more, but anyway thanks again.

Lillie Malone, Dental Assistant

HIGHLAND GENERAL HOSPITAL

This class has been very helpful to me in the area of grammar, punctuation and reading comprehension. I am now better prepared to take the County exams.

I feel these classes are necessary to help people improve themselves in reading, grammar and spelling, and to prepare them for exams. It would benefit the County too if these classes continued.

Van-Thai Mao, Specialist Clerk

ALAMEDA COUNTY WOMEN/INFANTS/CHILDREN OFFICE - CENTRAL

At first, I came to this class without any objective. After two months (which is too short), I come out of the class with so much enthusiasm for studying. So, I have decided to go back to college.

I really benefited from this class: in grammar, reading comprehension, critical thinking techniques, and how to go for an interview. I can use all of those skills in my job, for promotion, and in my daily life.

Now whenever I want to speak a sentence, I think about what is the correct way to say it. Since attending this class, I have found that reading is much easier for me, which helps me to update my knowledge of nutrition.

I think this program should last longer and should be continued. There are many workers looking forward to this class opening again.

Martha Martinez, Messenger

FAIRMONT HOSPITAL

I would say that the classes are and will be very helpful for anyone interested in improving themselves. They help people find self-confidence and self-esteem. People can learn without criticism or shame when they read, write, or pronounce.

I can open myself freely in any situation, whether at work, at home, in public places, etc. I can express myself better, whether it is to ask or answer questions, or to make suggestions.

I also liked the instructor of the class. She made us feel like we were part of a large family of learners. She and the rest of the team put us at ease because they were respectful, nice and friendly.

The classes helped us all mentally, morally, and physically to go on with this so mixed-up world and its demons.

Thank you for letting me participate.

Charlene McCrary, Nurse Assistant

HIGHLAND GENERAL HOSPITAL

My class at Highland, sponsored by SEIU Local 250, has been very interesting and helpful for me. I've improved in topic paragraphs, letter writing, and grammar. I recommend this class to anyone who's interested in improving their English. It's amazing how much you can improve in a short time.

Nancy Meglen, Licensed Vocational Nurse

EDEN HOSPITAL

I graduated with an Associate of Arts degree in academics this past June. I had many English and writing classes during this time; however, they did not involve much as far as reviewing verbs, grammar, vocabulary was concerned. We were supposed to know all this already. This class has been good for me in that regard: as a review.

I originally signed up for the Test-Taking Skills class because I was getting ready to take an exam for a nursing program. Although I didn't pass the test, I came very close and I feel that this class will help me pass it next time.

The writing we did in this class has been effective for me in my job. As an LVN, I have to do a lot of writing on charts. I have to express information about the patient which is brief, concise, intelligible and understandable. I need to be able to write so that someone who doesn't know the patient can pick up the chart and be able to know what's going on that day for the patient. This class has helped me immensely in this aspect of my job.

The thing that stands out for me in this class is the chance to know people of different races and cultures in a close environment and to learn and understand and become friendly with one another. I have come to feel a close camaraderie with the others in this class and besides the educational aspect, I have acquired an education in learning other people's views and sentiments.

I feel strongly about the fact that funding for these classes has been cut. It seems to me that just when things seem to be working, they aren't given a chance to continue. This class is beneficial and I feel that others who learn about it would want to take it also.

Paul Meglen, Inspector

ALAMEDA COUNTY PUBLIC WORKS

My main intent for attending this class was to help my wife Nancy to improve her ability to take written tests. She has been unable to pass the entrance examination to get into a one-year program to become a registered nurse.

In an academic sense, my reading comprehension has improved and my writing abilities to some extent. I feel the reading comprehension questions that we answer are a very good exercise for improving one's ability to take written tests.

I stayed in this class to a large extent because of the high energy level and enthusiasm exhibited by most of the members of the class. Being the only male Caucasian in a class that is composed of all Blacks and one Asian has been a positive experience for me. I admire everyone's determination in taking a class for personal improvement. I appreciated that we could all share our problems and hopes for the future. Seeing Blacks in this positive manner has helped reduce some of the negative stereotypes that I have developed over the years.

This class has been a success due in large part to the ability of our teacher and the support staff provided by the Union. I look forward to seeing Alice conducting classes for the Union in the future.

Lidia Mira, Nurse Assistant

ST. LUKE'S CONVALESCENT HOSPITAL

I am very grateful for this program from SEIU. It has helped me a lot. They have taught me that in order to move ahead and get certified, I have to speak English, I have to communicate with the patients.

I wish that the program could continue, so that I could have the opportunity to develop my English some more.

Thank you.

(translated from Spanish)

Lan Nguyen, Specialist Clerk

ALAMEDA COUNTY WOMEN/INFANTS/CHILDREN OFFICE - HAYWARD

I am so glad that I chose to come to this class. It has really been helpful. It gave me a lot of energy because there were times that I wanted to quit, but Alice and my friends in the class gave me the courage to continue.

English is my second language, and I have not been in school for long. My reading comprehension and writing are not so good. It takes me extra time to think and re-think, what am I reading? Am I doing it right?

Twelve years ago when I came to this country, I did not have an opportunity to go to school. I learned survival English and job skills. Now, after I've been here a while, I know that survival skills alone will not take me where I want to go in the future. This class is a first step, my trial period, to see if I can put my energy to work and discipline myself to come to class and do my homework. So far, I have missed several classes. But I just try to hang in there.

What's nice about this class is I can study at my own speed, and do the homework when I can. I know I did not do enough of it. There are so many other things going on in my life right now. I do not want to use this as an excuse but I just want to say that I would like to take more classes if they are available. I strongly feel that this class has given me a lot of courage, support, and extra help when I needed it. Especially the courage to go back to school for higher education and a brighter future to come.

Stephanie Rogers, Health Services Trainee/Nurse Assistant
FAIRMONT HOSPITAL

This Union class was an excellent idea. First of all, since taking this class I can now feel more at ease when I take tests. The class taught me to relax.

This class also gave me a chance to speak among my classmates and feel comfortable with that.

I also appreciated the dedication that the teacher put forth. This class seemed like more than a job to her; she enjoyed working with us.

The thing that stood out the most for me was having homework. When we learned something new, we could take home more exercises and practice until we mastered it.

Deloria R. Smith, Medical Clerk

HIGHLAND GENERAL HOSPITAL

The English course I have previously taken has helped me in many ways. For instance, it helped me get a new job, understanding things associated with writing and listening. It has also helped me in my everyday life.

English helps you to have a more intelligent conversation and communication with friends, family, and co-workers. In conclusion, the Workplace Education Program is a great learning experience. I would like to say thank you!

Vincent Thomas, Specialist Clerk

ALAMEDA COUNTY

This is a good program for the working class people. We are able to improve our writing skills and retain what we read. We have learned how to answer questions properly. What I mean is that when you read a paragraph and there are questions at the end of it, we can go through the questions and choose the right answer.

This class was very important to me. It helped me to understand test-taking procedures. It also helped me see exactly what I need to focus on and be prepared for when I do go back to school. It showed me that I cannot get distracted while in school.

This class showed me that there is a lot for me to learn and that I can learn it only if I apply myself to the fullest. I really enjoyed the class. It gave me something to think about in order to better myself.

Pilar Tovar, Licensed Vocational Nurse

FAIRMONT HOSPITAL

I want to thank this program because it has been very helpful to me.

Now it is easier for me to write on the patients' charts, to do incident reports, and to give reports to my team leader. I have better communication with my co-workers and even with my patients.

I wish that this program could continue giving us the opportunity to learn English.

Delores Wallace, Clerk II

HIGHLAND GENERAL HOSPITAL

I am attending a class provided by the Union here at Highland. It consists of subjects such as reading, writing and grammar.

My reason for attending this class is because I needed help in my grammar. I have submitted an application for a secretary position with Alameda County and I hope that the help I receive here will help in taking the test.

I have already learned the answer to a problem which had been with me for a long time: where to place the "who" and the "whom" when writing a sentence. I have had so much trouble trying to choose who or whom, now I follow the rules that I learned.

I know that there are other areas that I need to improve as well. This class can help me there too. I feel this class would be very helpful to everyone employed by Alameda County, and I hope each and every one of them can continue to have this opportunity.

Jeane't Winston, Clerk

HIGHLAND GENERAL HOSPITAL

My English class has inspired me to pursue dreams unfulfilled. The program really benefited my time schedule due to the fact that I have two kids and cannot afford childcare. This program did not require travel time, book costs or childcare expenses.

I was at a point where I wanted to go back to school to pick up where I left off. This class gave me the desire to go after my dreams and try a lot harder to make them come true. I had previously taken tests for advancement but fell short in grammar, and this caused me not to pass. Now I feel better about taking tests and feel I may pass with a higher score.

This class is evidence that with support, I can achieve my educational goals. I think these classes are a positive step in demonstrating that someone does care about the workers.

Beginner's Level ESL Comments

Every day we learned something new. And the group work helped me.

Sonia Elisa Acuna, Housekeeper
CARE WEST WASHINGTON MANOR NURSING CENTER

The class has been important for my communication in the English language.

Blanca Galeas, Housekeeper

I liked this class because I have good communication with the American people.

Maribel Rodriguez, Housewife

This program was excellent for me because I can't go to school full-time.

Blanca Sevillano, Housewife

This class is very important for me because now I can understand more people.

Julia Torres, Nurse Assistant

I understand more English now.

Ana Zamora, Nurse Assistant
ST. LUKE'S CONVALESCENT HOSPITAL

Appendix V

WORKING WORDS

Participants' Writings

Working Words

Workers' Writings

from the

SEIU Workplace Education Program

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INTRODUCTION

In this booklet are the writings of health care workers participating in the Winter 1992 cycle of the Service Employees International Union's (SEIU) Workplace Education Program. This union-based program, designed to prepare members for greater opportunities in the rapidly changing workplace, is a project of the Northern California Joint Council of Service Employees #2

During this cycle the program offered two Reading and Writing Skills Upgrade classes, one at Highland General Hospital in Oakland, California, and one at Fairmont Hospital in San Leandro, California. Fairmont was also the site for an English as a Second Language class.

Program participants represented many different classifications of workers throughout the hospital and nearby convalescent hospitals. They are members of three locals of SEIU: Hospital and Health Care Workers Local 250, United Service Employees Local 616, and Health and Human Services Local 535.

Here are the writings produced in class and chosen by the students to reflect their concerns: At Work, In Class, and In Our Lives. The booklet concludes with, "About the Authors", descriptions of the worker-participants.

The innovative teaching model used in the classroom involved a team made up of: the teacher, an educational counselor who was in the class and helped each worker develop an individual education plan; and a Learning Advocate, a co-worker who recruited their peers, attended classes and used their knowledge of the workplace to help keep the material relevant to the students.

"Working Words" was made possible foremost by the students who, after a long days work, attended class on their own time and worked with determination and mutual support. The project staff was made up of the following: Charlene Birdsong, Antoinette Jenkins, Hilda Manzo, Lavella Marcus and Andrea Wood (Learning Advocates); Alice Hamers, Janet McColl and Eve Tarquino (Teachers); Tessa Morrone (Student Teacher); Roger Knight, Ksiel Sztundel and Rochelle Towers (Educational Counselors); Peter Simon (Project Director); and Marisa Castellano (Project Assistant).

Teachers were provided by Merritt College, Peralta Community College District. Development of the teaching model and training of Learning Advocates and Counselors was provided by the Center for Working Life, Oakland, CA.

Special thanks to Janet McColl, Andrea Woods and Alice Hamers for the photography.

SEIU Workplace Education Program
April 1992

The SEIU Workplace Education Program is funded by a grant from the National Workplace Literacy Program of the United States Department of Education, Award Number V198A10007

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...At Work

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A Good Job

A good job for me would consist of many things. Flexibility would be good, because it would allow me to take care of my other duties like school and childcare.

Having a job where I could learn to work on computers or other machines could help me to advance in my job or personal life. I would like to learn how to type.

Good communication between an employer and his employees is also a must. A good supervisor should be willing to have a good relationship with his employees so they can communicate with each other.

Getting along with your co-workers is also helpful. Co-workers can help each other and become good friends, sometimes for life.

All this plus a good salary would make a great job for me.

Ramona Rose, Highland Hospital

My Work

My name is Alicia. I came to the United States from Mexico ten years ago. In Mexico I worked as a housewife.

Here in San Leandro I work at San Luke's Hospital. The patients are very sick. I come to work at 11:00 PM and leave at 7:30 AM. I have one hour for lunch from 4:00 AM to 5:00 AM. Sometimes I work on the day shift. I have worked at San Luke's for three years. I like my job because it gives me money to pay my rent and bills, and to take care of my children and my husband.

In the future I want to be an R.N. Now I am studying English at Fairmont Hospital. Then I want to pass the exam to be an R.N.

Alicia Gomez, St. Luke's Convalescent Hospital

On Working Together

The reason it is so hard for people to work together is because of envy, jealousy, and fear that others may advance more on the job. Also, the threat and opposition by the opposite sex. Some people were raised in selfish families and have never been taught differently, and at some period of life it will show.

It is possible to be out for yourself and still act together. Selfish people really don't have others in mind, yet they know that the only way they can succeed is acting together. They know they can't do it alone.

I think that people can stick together if they would have more concern for each other and have the same goals in mind. It is also important to have a good leader and stand together without fear for their jobs.

Lillie Malone, Highland Hospital

From Cosmetology to Health Care

My name is Teresa. I came to the United States from El Salvador nine years ago. In El Salvador I worked as a cosmetologist for seven years. I liked my job because I like to see beautiful women, but mostly I liked to make myself pretty too.

I work at St. Luke's taking care of people. The patients are very sick. I come to work at 7:00 AM and leave at 3:30 PM. I like my job because I like to buy things for my children.

In the future I want to be a nurse. Now I am studying English. Then I want to pass the exam to be a CNA.

Maria Teresa Madrid, St. Luke's Convalescent Hospital

A Successful Negotiation with Top Executives

I do charges for inpatients and outpatients as well as patients that come to our clinics. I input charges for items these patients have used here in the hospital. This is how the hospital gets its revenue for the supplies that we have purchased.

I have been backlogged since I took the position and I have requested some help, but my manager wouldn't provide me with any. The job requires at least two people because of the work load.

I had a meeting with some of the top executives of the hospital: the Assistant Director, the Director of Emergency, the Director of Surgery, the Director of Nursing, the Supervisor of Data Processing, and my supervisor.

The meeting was very successful. We were able to negotiate on getting a temp person to come in and help me out so I can catch up and try to get current on my charges. Everyone was helpful and agreeable. I feel better now that we have cleared the air on this matter. I really don't know how long it will last, but at least there was an effort made in the right direction.

I am proud of myself for getting this change to become a reality.

Leonard Crawford, Highland Hospital

Nursing Experience

My name is Blanca. I came to the United States from Honduras two years ago. In Honduras I was studying to be a nurse. In my country, student nurses do much more than they do here. For example, they help in post-op and deliveries.

I work at St. Luke's. I like my job because I like to take care of people. The patients are nice. I come to work at 7:00 AM and leave at 3:30 PM. I have thirty minutes for lunch from 11:30 to 12:00 noon. Sometimes I work nights.

In the future I want to be an LVN. Now I am studying English. Then I want to pass the exam to be an LVN.

Blanca Galeas, St. Luke's Convalescent Hospital

Who Am I?

My name is Virginia. I came to the United States from Mexico twenty years ago. In Mexico I worked as a housewife. I like my job because I like housework.

I work at Fairmont Hospital. I take care of people. The patients are nice. I come to work at 7:00 AM and leave at 3:00 PM. Sometimes I work on weekends. I have worked at Fairmont for eight years. I like my job because I have to pay bills.

In the future I want to be a secretary. Now I'm studying English.

Virginia Ramirez, Fairmont Hospital

Looking to the Future

My name is Ana. I came to the United States from El Salvador three years ago. I was a student and a housewife in my country. I liked it because I took care of my children.

I work nights at St. Luke's. I have one break from 3:00 to 4:00 AM. I have worked at San Luke's for three months. I like my job because I like to take care of people.

I want to continue studying English to write and speak it better. Then I will look for a career. I am interested in continuing to work in a hospital, or maybe as a seamstress.

Ana Zamora, St. Luke's Convalescent Hospital

My Story

I am from El Salvador. In my country I was a student. I worked at my sister's pharmacy. I have been in this country for 14 years.

I used to work at St. Luke's Convalescent Hospital. I am not working now.

I live in San Leandro. I am married to a Mexican man. We have two children: Mario and Alejandra.

Now I am studying English at Fairmont Hospital. Then I want to pass the exam to be a CNA.

Julia Torres

From Algebra Teacher to CNA

My name is Lidia. I came to the United States from Peru in 1990. In Peru I was a math teacher. I taught algebra in high school. I had 35 very good students. I liked my job because I like to teach. But I quit to work at home.

I have been married for nineteen years. I have three children: one 18-year-old boy, one 14-year-old girl and one two-year-old boy. My son goes to San Leandro High School.

I worked at San Luke's Hospital three months ago. I am studying at San Leandro Adult School to be a CNA. In the future I want to pass the exam to be a CNA. Now I am studying English.

Lidia Aldave

My Jobs in the United States

My name is Maribel. I came to the United States from Salvador eleven years ago. In Salvador I worked as a Green Cross volunteer.

In 1982, I worked in childcare. I liked the job, but I quit because I didn't speak or read English. In 1985, I worked in a convalescent hospital but I didn't like it very much because I do not like to see people suffer. In 1988 I worked at Alpha Phi Sorority House in Berkeley. I liked the job very much because I liked to work with young women. But I had problems there communicating.

Now I want to learn English so that I will not have the same problems. In the future I want to be a counselor because I like to help people.

Maribel Rodriguez

I Just Want to Please My Heavenly Father

One Wednesday evening at the prayer meeting, I heard that Mrs. Liu had a stroke and she had been transferred to our hospital. I decided to visit her the next day, although I didn't know her ward and bed number.

The next morning, when I passed the hallway toward the Pharmacy, to my surprise, she was lying there outside the X-ray department. I talked to her. She was so happy to know there was someone who could speak her language and help her.

In the following two months, I visited her up to five times a day. Before that I had a little unhappy feeling about my job. But that experience changed my feeling. I felt that God let me work here so I can be His instrument to help others.

During that period of time, I decided to show more concern and help the old women in my life.

Grace Lee, Fairmont Hospital

...In Class

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The Change I Feel

I was always worried every time I needed to talk or write a memo to somebody, but this changed when I started this class. I lost my worries and fears about talking and writing.

Everything I want to say now, I'm free to say with everybody in the school, at the supermarket, at work, on the street, etc.

I'm very happy for the opportunity to have this class. It changed my home life, my social life, and my relationships. I hope we can have more teachers like Janet, Ksiel, Hilda, Alice, and Roger.

Raquel Murrain, Fairmont Hospital

Is College Necessary?

In my opinion, college is very essential in today's society. Many reasons can be given for making such a statement, but to me the reasons are these: I can make more money with a college degree. I will be a better person with a college degree. When I receive a college degree, I will get to know people whom I have always admired.

The salaries earned by college graduates are better than the salaries earned by non-college people. Study after study has proved the point. In our society where achievement, rightly or wrongly, is measured by wealth, the ambitious person is faced with the choice of making himself a self-made success. This type of individual is becoming rare. He can prepare himself for a career which rewards him with a high salary. The handwriting is on the wall--prepare or perish. I do not wish to perish.

My second reason is that I will be a better person with a college degree. I do not seek money alone. I seek experience that will aid in my intellectual and spiritual growth. I seek a diversity of experience. In short, I will specialize in my field because of my interest and because it will afford me a good job, but I will also diversify as much as possible so that I do not become a person with a one-track mind.

My last reason is to get to know people whom I admire. I would be proud to meet others who are going for the same goal I'm trying to achieve. This is just as important to me as the other two reasons. While attending college, a person makes friends and learns valuable lessons.

These are the reasons that I think college is important. I plan to go back, graduate, and work in the field I always wanted to work in.

Christine Amey, Highland Hospital

A Special Person

Being in this class is very important to me. It enhances my awareness of English, helps me to be effective at my job, and usually involves everything related with communication.

This special person, named Pat Atchison, inspired me by showing me she cared. She gave me a book. And she took the time and showed so much concern. I dedicate these words to her, such a vibrant person with compassion. I wonder if she knows the effect she had on me. She shows nurturing in what she does. She is a positive role model. I wonder if she knows the impact she has on me.

I feel like a flower blooming. I am being watered every so often through her growth. Thank you, Pat, for you brought light in my eyes.

Shirley Griffin, Fairmont Hospital

My English Class

Right now I attend an English class at Highland Hospital two days a week. The class goes from 3:45 - 5:45. I learn to communicate. I have become knowledgeable about nouns and verbs and how to punctuate.

This is a nice class. I enjoy it very much. I believe if I continue this class, I will be able to do the things I like to do in life.

Deloria Smith, Highland Hospital

English Class: Resource and Inspiration

I attend English class after work at Highland on Tuesdays and Thursdays for two hours. The class touches on basic skills which are desired for improvement in testing and examination.

The class is informal and not restrictive. Your classmates are fellow employees, so there's less inhibition with self expression. Certain topics of discussion are analyzed and debated.

The class has been an inspiration as well as being an invaluable resource.

Luther Nahsonhoya, Highland Hospital

...Our Lives

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A Thought Become Reality

One day I learned how to make corsages out of artificial flowers and tape. I would make them every Mother's Day after my mother passed. I would only make one just for me, but I always said that one day I would make many of these and maybe start my own business.

One Sunday at church all the members were preparing for a Mother's Day celebration. I was only a guest at the time and had no plans for that day. I had been looking forward to doing something this Mother's Day. The reason for my interest in Mother's Day was only because my mother had passed away. Every year I would think of my mother and subconsciously talk with her. During this year I wanted to do something special.

All during the service I thought of a way to let them know that I wanted to do my part. I would say in my mind, ask Sister Esther. Then I would say, "No, I shouldn't ask her." Sister Esther was the only person in the church I knew. This went on and on until one of the mothers of the church asked if I wanted to participate. It was as if she was reading my mind.

That night I decided to make corsages for the mothers. This was something I had always dreamed of. I would use artificial flowers, so that they would last forever.

A week went by and the mother of the church wanted to know what I came up with. Not only was she pleased, I was to be paid by the church for doing a large quantity. Just think, all this time the idea of making corsages for pay was on my mind and finally I got the chance to actually do it.

Mother's Day finally came, the corsages were made and I got paid. Nothing like this ever happened to me before this event. Soon after this happened other thoughts came to mind and eventually became a reality.

Delores Wallace, Highland Hospital

My Mother was a Wonderful Woman

She liked to help
the people
to solve their problems.
She always tried to find
the right way
to help them.
She was a very good
mother and wife.
She loved to get up
early in the morning
to go to the laundry.
She liked to cook
good food for her family.
She was a woman
who loved to have
her kids and home clean.

She worked so hard
to give emotional support
to all of us.
She gave her family
all her best
until she died.
She was a strong
and good mother.
I really miss her.

Pilar Tovar, Fairmont Hospital

What I Left in My Country

My name is Sonia. I came to the United States from Nicaragua two years ago. I worked in my country as a secretary, and I also did word processing and a little programming. I liked my job because I like to read and edit letters, and learn more about computers, today, tomorrow and always.

Here in San Leandro I work at Care West Convalescent Hospital. I clean rooms. I come to work at 7:00 AM and leave at 3:00 PM. Sometimes I work on weekends. I have worked at Care West for one year. I like my job because I have to pay bills.

My beloved daughter is seven. She is in pre-school in my country Nicaragua. I hope to be with her very soon. I'm single, so I am both mother and father for my daughter.

I don't watch much T.V., but I like to keep up with national and international news.

In the future I would like to work in an office, as a secretary or word processor. Now I am studying English. I want to continue studying English to work in a better position.

Sonia Elisa Acuna, Care West Convalescent Hospital

About Me

My name is Hilda. I came to the United States in 1954 from Piedras Negras, Coahuila, Mexico. I was thirteen years old. My sister and I used to work in the fields; there I met my husband. We got married in 1956. We had our first child in the same year.

We have been married for 35 years and have six kids: three boys, three girls, and ten grandchildren.

On my days off work I babysit, and clean house (sometimes). I love to go shopping.

I like to help people and in helping the ESL class as Learning Advocate, I feel good. It makes me happy to see all the students in ESL.

Hilda Manzo, Fairmont Hospital

Spring

Spring! The surge of energy I feel, the warmth of spring, ahh! The feeling of wanting to do happy things for me: picnics, gatherings, movies, amusement parks, travel. My heart bursts with love and joy. I love to see how nature responds to the change of season.

Ah, Spring! I want to fall in love all over again. When spring is in full bloom, life inside of me springs forth like a fetus in the womb. Just to spend the evenings as well as the mornings out of doors excites me. I feel God's presence all around everywhere. The beauty that spring brings to us makes me feel like I can fly or do anything.

Springtime! Wow--the starlit nights, the full moon. I want to drive and let the night air kiss my face and my body. The freedom in my soul makes me feel so lighthearted.

Come be with me, feel what I feel, see what I see. Love is in the air, truly the sap is rising, or shall I say passion.

Charlene Birdsong, Fairmont Hospital

My Father

My father came from a large family. He was the only male; he had six sisters. Their hearts were broken when he changed his mind and decided not to be a priest. He married my mother, and they had ten children. They lived together for 47 years.

One of my father's biggest dreams came true: to visit the Pope. I have a nice picture of them at St. Peter's Basilica in Rome. My mother died in 1979, and then my father became a priest in 1980.

After being a priest for almost six years, he died. He used to say that all his dreams had come true, and he wanted to go.

We have very good memories of him, like when he used to play piano at church, or talk to us at dinnertime about his life. He was a very smooth talker, and also a good writer. He was a very good artist in many different ways.

Doris Cano, Fairmont Hospital

New Generation in the United States

My name is Maria. I came to the United States from Mexico seventeen years ago. In Mexico I worked as a housewife. I liked my job because I took care of my children.

I am happy here because two of my children were born here and two in Mexico, and they are all growing up here. I have two sons and two daughters. My oldest daughter goes to Chabot College, and my two sons are in high school.

Here in San Leandro I work at St. Luke's, taking care of people. The patients are very nice. I come to work at 7:30 AM and leave at 3:30 PM. I have thirty minutes for lunch.

I like my job because I can buy the things I need. In the future I want to speak good English. Now I am studying English.

Maria Meza, St. Luke's Convalescent Hospital

My Past, Present, and Future

My name is Lidia. I came to the United States from Honduras eight months ago. I was born March 25, 1965. I went to school in Honduras until the 7th grade. Then I studied to be a seamstress and a cosmetologist. I also studied cake decorating and interior decorating.

In Honduras I worked as a cashier for eight years in a clothing store. I liked my job. On my vacation, I went back home to rest. When I was home, I made up my mind to come to the United States of America.

Now I live in San Leandro. I work at San Luke's. I work nights, but sometimes I work on the day shift. I have worked there for two and a half months.

My goal is to learn English well and get a better job with good benefits. I want to study to be an R.N. and return to my country to work as an R.N. Now I am studying English at Fairmont.

Lidia Mira, St. Luke's Convalescent Hospital

My Family

I don't have the big family like I would like to have. I have my father and mother and I have my sister and a brother. We used to be a very close family but now we aren't anymore.

My brother, sister and I used to have fun together. We used to go out to the movies, go out to have dinner, but now we have made our own lives.

I got married and have a son. My brother got married and has a child. We're all happy because every one of us has got our own children. We can't have the same good times we used to have, but we are still a happy family.

Carmen Vaca, Fairmont Hospital

Christmas in My Home

On December 16th every year we buy the tree and all my brothers and sister decorate it, and set the Nativity on the tree without the Baby Jesus.

The eight days from December 16th to the 23rd are "Las Posadas," which means getting together with family and friends, in different homes, for singing and praying.

Later we set up the "Pinata" for the children and candy in little baskets for everybody, and you finish "la Posada" with dancing until very late at night.

On December 24th, Christmas Eve, we celebrate the same way with family and friends. At 12 midnight we start praying songs of the season.

Later at night the table is ready for dinner: turkey (pavo), fish (bacalao), pork, tortillas and guacamole for tacos, and bunuelos with syrup for dessert.

Teresa Pereira, Fairmont Hospital

An Accident

It was a dark, cold, foggy, and freezing morning around 5:30. We were on our way to Fairmont Hospital to work. Three miles away from mom's house, we screamed loudly due to the icy road. At first, I said to myself: "Yes, we are moving too fast though we are approaching the curve."

All of a sudden, the car swerved to the left, then to the right. "Bump bump, ping ping zing, bump bump," were the sounds I heard.

"Oh my God," was then my first word after a sudden stop. Lina cried bitterly and said, "What happened? What happened? Oooo."

Our eyes dazzled with bright lights. The wet and icy road made me feel cold. Our Cousin Noemi, the driver, was speechless and tongue-tied. He asked with trembling and nervous voice, "Are you okay? Are you okay?"

I took hold of Lina's head and I saw that she was wet with blood. I got something to wipe her face, not knowing that blood was also dripping down from my head. I began to calm down because Lina was crying with pain and at the same time trembling, chilling and shivering.

In front of us were sounds of bump bump, honk honk honk, bump bump, ping. Again bright lights, the same noises and sounds, and the same feeling taking place at the back of our car.

Eleven cars were then smashed and all I thought was we were again hit by those sounds and noises.

Traffic was closed for almost four hours. Can you imagine that? In a few minutes, the Highway Patrol came over to interview our driver. Still blood was all over our uniform.

We were crying for help. We worried about our place of work and thought of our folks way back home. I told the police to call Fairmont Hospital, that we can't report to work.

The ambulance came in. I heard sirens. I was scared at the noise. I prayed and asked God for help. The ambulance people did the First Aid. They drove us to the nearest hospital at Pinole for treatment.

Nervous and trembling with cold, I was thankful that I was conscious, for I knew every bit of what the doctors and nurses did to me. I had a laceration with ten stitches on top of my head and got four types of X-rays.

Lina was X-rayed seven times with a big mask covering her left face. She had bruises over her arms and legs too.

"Praise God we are alive," I murmured. God was really with us. I say this because we were not thrown over the Carquinez Bridge, nor did we die on the spot. Oh, what an unforgettable experience I've had!

The worst part of it was when the lawyer had to return all the papers I submitted to file for my accident claim. I went through the trouble of getting the California Highway Patrol in Fairfield, only to find out that our driver stopped paying his car insurance a month before the accident.

What triple bad luck I had: getting hurt, getting a scar, and I couldn't work. And much more: Fairmont Hospital had just started to deduct Kaiser premiums in February. Mind you, the accident happened on February 18, 1992, but the effective date of the health insurance is in March.

Why was this timing so cruel to me? The painful part is the fact that every payday, I put aside a certain amount to pay my doctors and medical bills.

I should have been able to use that $1,200 for my personal satisfaction and enjoyment, for a happy and contented life which we all crave. Don't you agree?

Leonora Dalope, Fairmont Hospital

My First Impressions of the U.S.A.

When I came for the first time to the U.S.A. I arrived in New York on December 14, 1969.

My first impression was the snow. I looked through the window, walked out the door and I touched the snow; it was like cotton. It was very cold: 20 degrees below zero. The first time I dressed up very funny: in a heavy coat, boots, mittens and a hat. I didn't know how to walk on the snow and I fell down.

I came to my friend's house. She showed my how to travel on the subway, by train, by bus, etc. etc.

My problem was the language. I didn't know English and I was scared of strangers. But afterwards I learned a little English and I used to go anywhere I wanted.

Matilde Zubiria, Fairmont Hospital

Christmas with My Family

Christmas is on December 24. The whole family gets together, children and adults, to have fun with fireworks. It is beautiful to see the lights.

I remember my mother made a special table for the children, with many candies, juice and cookies.

At dinnertime, everybody ate delicious Salvadoran food: special turkey with spices and tomato sauce, tamales, rice and salads.

At midnight, we open gifts. My sister and I were always happy to open presents -- we believed that Santa Claus brought the gifts.

Kelly Garcia, Fairmont Hospital

Thinking on the Spot

Last Friday afternoon, I went with my sisters to our cousin's house to get our hair cut and have a perm. She cut my hair. It's too long to make it short and curly. It takes two and a half hours to do the rollers: to roll on and to dip it. She said, "I have to fight with your hair because it's very long and has not been permed in a long time."

After supper while watching the world news on television, lightning flashed, followed by thunder. And it rained that whole night. This was my first time seeing lightning and thunder since our stay here.

But in our country it sounds louder and someone will die on the spot, especially farmers in the fields or animals outside or the leaves of coconut trees and so many others.

Lina Dalope, Fairmont Hospital

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...About the Authors

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FAIRMONT HOSPITAL - SAN LEANDRO, CA
Reading and Writing Skills Upgrade Class

CHARLENE BIRDSONG
I continue to learn about myself and to grow in many areas of my life. I'm proud to let the world know that I've made it through seeing where I came from. Now I'm doing things for me, and no longer putting myself last.

LEONORA DALOPE
I am a native of the Philippines. In 1982, my parents petitioned for me to come to the U.S., and I arrived here in September of 1989.

LINA DALOPE
I came from a small island in the Philippines. I have brown skin, black eyes, short curly hair, and I am 5'1" tall. I still have immigrant status, but I hope to become a citizen in a few years.

GRACE LEE
I have been a single parent since 1980. I came to the U.S. with my 13-year-old son and 9-year-old daughter in 1983. I used to lose sleep worrying about the future, but now I have Jesus with me, and I share my joy with whomever I meet.

FAIRMONT HOSPITAL - SAN LEANDRO, CA
English as a Second Language Class

SONIA ELISA ACUNA
I like to listen to many kinds of music in my free time, especially romantic music. My hobby is reading. I like literature and anything interesting. I am always trying to learn more.

LIDIA ALDAVE
I like to help needy people. I read the Bible often, and I belong to a Catholic charismatic group.

DORIS CANO
I'm a mother of four. When I get home, I like to cook things that don't take me too much time. In my free time, I like to study and travel.

BLANCA GALEAS
I have a three-year-old son. He is the love of my life. I was married two years ago, but now I am single again. My hobbies are crocheting, watching T.V. and listening to music.

KELLY GARCIA
I have two beautiful children, and a very good husband. This class is helping me learn English, from spelling to idioms.

ALICIA GOMEZ
I have three daughters and many friends. I like to dance, to listen to music, and sometimes I go dancing in Hayward. I also like to cook many different foods.

MARIA TERESA MADRID
I am married and the mother of three. I like family life. I go to church and I like to listen to Christian music. When I go out, I like to enjoy myself with my family.

HILDA MANZO
I have worked at Fairmont Hospital for 10 1/2 years. I love my co-workers. My husband works for Oakland Scavengers. This year we are going to Puerto Vallarta on vacation. My mother lives in Eagle Pass, TX. She is 82 years old.

MARIA MEZA
I like to think positive: tomorrow is going to be better than today. I am going to take my vacation in May, and I expect to go to Mexico. My hobby is walking.

LIDIA MIRA
I like to cook, dance and listen to music. My parents live in Honduras. My mother is from Honduras, and my father is from El Salvador.

RAQUEL MURRAIN
I was born in Panama City in Central America. I'm the mother of four beautiful children: 3 boys and one girl. They give me the strength to do the hard work I do.

TERESA PEREIRA
I am the mother of three grown children and one grandson. We are a very close family. We try to see each other once a week. When I am alone, I enjoy listening to music, dancing and walking.

MARIBEL RODRIGUEZ
I like to sing in church. I teach Sunday School in Spanish at my church. Sometimes I counsel young people who have problems in school or with their parents. I like to bring together families who have stopped communicating.

JULIA TORRES
I am the mother of two: Mario and Alejandra. I go to church every Sunday. My husband is from Mexico. Sometimes we go dancing.

PILAR TOVAR
I think I am a friendly person. I like to have lots of friends. I love to admire nature. I love my family very much, and I miss them.

CARMEN VACA
I am the mother of a beautiful son. I dropped the chance to study and be somebody important. But I think it is never too late to study. I take ESL classes knowing I will have a better job in the future.

ANA ZAMORA
I have two children. I love music and dancing. I also like to cook.

MATILDE ZUBIRIA
I am the mother of three beautiful children. I like to cook and work in the garden. I am happy as a Nurse's Assistant because I help sick people.

HIGHLAND GENERAL HOSPITAL - OAKLAND, CA
Reading and Writing Skills Upgrade Class

DELORIA SMITH
I work in Environmental Services. I have been an outgoing employee of Highland for many years. I have raised three successful daughters on my own. I plan to further my education when I retire next year.

LILLIE MALONE
I am employed with the Alameda County Health Agency as a Dental Assistant, and I work at Highland Hospital. I am an outspoken advocate for my patients. I'm taking this class to further my education.

LEONARD CRAWFORD
I work full-time in Central Supply at Highland. I not only attend the SEIU English class, I'm also taking two classes at Solano Community College. I would like to major in journalism and become a news reporter.

DELORES WALLACE
I am a Clerk II for the Healthy Infant Program at Highland. I'm interested in computers. I'm a volunteer computer instructor for students and workers. I hope to one day be a programmer.

CHRISTINE AMEY
I am a Public Health Nurse Assistant at Hayward Health Center. In January 1993, I plan to go to Merritt College to get my LVN license. After working for a few years as an LVN, I hope to get my RN license.

RAMONA ROSE
I work in Environmental Services. I am a dedicated worker and student at Highland. I have raised my family.

LUTHER NAHSONHOYA
I work in the Accounting Department at Highland. I regularly attend the SEIU English class on Tuesdays and Thursdays.